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ABSTRACT

Drawn from data generated by the reading and literature assessment conducted by the National Assessment of Educational Progress (NAEP) in 1979-80, this paper focuses on responses to comprehension exercises developed for that assessment. The paper presents the results of a series of exploratory secondary analyses of one age 13 exercise booklet in order to investigate the relationship between reading-related background variables (such as time spent reading, watching television, and doing homework; frequency and type of reading in spare time; language usage in the home; and amount of reading material in the home) and comprehension achievement. In addition, the paper describes how the analyses were conducted using the public-use data tapes produced by NAEP and discusses problems in using NAEP data. Appendixes contain actual programs used to generate the analyses and excerpts from the computer output. Primary type of information provided by report: Results (Secondary Analyses) (Interpretation). (FL)

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THE RELATIONSHIP BETWEEN READING RELATED BACKGROUND VARIABLES AND COMPREHENSION ACHIEVEMENT: A SECONDARY ANALYSIS OF THE 1979-80 READING/LITERATURE ASSESSMENT DATA

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CS006550

ERRATA

A-1, line 39-50 should read:

```
39  *INITIALIZE VARIABLES FOR SCORING LOOP;
40    IF _N_=1
41      DO;
42  *DEFINE CORRECT FOIL VALUES 0 THROUGH 999;
43  *(ALL POSSIBLE NAEP VALUES);
44        RETAIN CFOIL0-CFOIL999;
45        ARRAY CFOIL (I) CFOIL0-CFOIL999;
46        DO OVER CFOIL;
47          CFOIL=I-1;
48        END;
50      END;
```

A-4, lines 42-85

All "9"s should be "."s.

Appendixes B, C and D
Weighted Frequencies Distributions analyses provide weighted frequencies scaled to sample size; Ncounts, Means, Standard Deviations, Standard Error of Means analyses provide unweighted ncounts.

C-2, Line 59
D-2, line 85
F-12, line 15

Should use a new rescaled weight such that the sum of weights equals the reduced sample size. This weight could be created by the following equation: NWGT=WEIGHTS/1245.43, where the denominator is the mean of weights for the reduced sample. The resulting frequencies distributions would then be correct for the reduced sample.

Introduction

During the 1979-80 school year, the National Assessment of Educational Progress (NAEP) surveyed over 100,000 9-, 13- and 17-year-olds with respect to attitudes and achievement in reading and literature. Forty different booklets of exercises were included in the assessment. The analysis possibilities of this data base are great -- far greater than the resources of NAEP can address. NAEP summarizes results for broad audiences of educators, subject matter specialists and the public at large. However, many more focused studies are possible. The same problem exists for past assessments of reading, literature and other content areas. In response to this situation, National Assessment has recently invested considerable time and effort into converting its data bases into public-use data tapes that are thoroughly documented and include a variety of features aimed at aiding secondary analysis. These tapes are available for the 1979-80 reading/literature assessment as well as past assessments of reading, literature, math, science, citizenship and social studies.

The purpose of this paper is two-fold. First, the paper presents results of a series of exploratory secondary analyses of a single age 13 exercise booklet. The analyses investigate the relationship between reading related background variables and comprehension achievement. Second, the paper describes how the secondary analyses were conducted using the public-use data tapes and SAS and SPSS statistical packages. Common problems in using National Assessment data are discussed in the body of the paper and the actual programs used to generate the analyses and excerpts from computer output are provided in appendixes. It is hoped that the discussion of the secondary analyses will pique the interest of secondary researchers and that the prototype computer programs will make their work easier.

Background

The National Assessment is a continuing survey of the knowledge, skills, understandings and attitudes of young Americans. Each year for the past 11 years, 75,000 to 100,000 persons have been assessed in one or more learning areas taught in the schools. During that period, NAEP has conducted major assessments in art, career and occupational development, citizenship, literature, mathematics, music, reading, science, social studies, writing and in several other learning areas on a smaller scale. Nine of these major areas have been reassessed one or more times. The age groups assessed are 9-year-olds, 13-year-olds, 17-year-olds and occasionally young adults, aged 26-35. Some assessments of 17-year-olds include individuals who no longer are enrolled in school; others are limited to students. The assessment utilizes a deeply stratified, multistage probability sample design.

NAEP first assessed reading and literature achievement as separate areas during the 1970-71 school year. Since that time, reading has been reassessed twice as a discrete learning area (1974-75 and 1979-80), literature has been reassessed once (1979-80) and reading and literature objectives have been combined for an integrated assessment in 1979-80. Each assessment surveyed the achievement and attitudes of 9-, 13- and 17-year-olds, including 17-year-olds who were no longer enrolled in school. The 1970-71 assessment also included adult respondents.

The 1979-80 assessment measured changes in reading performance by administering for a third time approximately half of the exercises assessed from the first reading assessment. The assessment measured changes in literature performance by administering for a second time a small number of group-administered exercises from the first literature assessment. To measure the status of reading/literature achievement in 1979-80, National Assessment consultants developed new objectives that integrated the two areas. The objectives included valuing reading and literature, comprehending written works, both literary and expository, responding to written works, and applying study skills. A large number of exercises was created to assess the new objectives.

This paper focuses on the newly developed comprehension exercises. The comprehension objective deals with understanding the important meanings of written materials. Researchers and educators are still uncertain about how individuals derive meaning from the printed word. However, most agree that the process goes beyond the simple decoding of print into a message. It appears that it is a much more interactive process in which the reader brings his or her other knowledge and experience to bear on the reading task.

The comprehension objective reflects this view of reading by focusing on the understanding of the important meanings that may be derived from written works. These meanings are described in terms of propositions. A proposition is created through the interaction of the reader and the printed material. To understand propositions, the reader must recognize the relationships between the concepts or ideas that can be derived from the printed material and use these relationships in conjunction with his or her own background, knowledge and experience.

The comprehension objective is divided into three subobjectives: (1) comprehending words and lexical relationships, (2) comprehending propositional relationships and (3) comprehending textual relationships. This taxonomy of objectives is not meant to represent a hierarchy of subskills nor the sequence by which comprehension is achieved or is learned. Rather, it is a useful way of organizing the assessment exercises so that they address important aspects of comprehension for a wide variety of text types.

The exercises developed to measure comprehension utilize various reading passages, each followed by one or more multiple-choice questions about the passage. All of the passages used in the assessment were drawn from naturally occuring text material. They represent a variety of reading material that students are exposed to both in and out of school. The multiple-choice questions measure the various comprehension tasks described in the comprehension subobjectives. Many of the exercises were designed to be used with two age groups, 9- and 13-year olds or 13- and 17-year-olds. A small group of exercises were designed to be used with all three age groups.

The new comprehension items were organized into assessment booklets along with exercises developed to measure the other objectives. Eight booklets of newly developed exercises were administered to 9-year-olds, twelve to 13-year-olds and eleven to 17-year-olds. Across all booklets at age nine, there are 42 passages and 139 multiple-choice comprehension questions. At age thirteen, there are 46 passages and 156 questions. At age seventeen, there are 36 passages and 122 questions. Each booklet typically contains from 3 to 6 passages and from 8 to 22 comprehension questions.

Approximately 29,000 9-year-olds, 41,500 13-year-olds and 38,000 17-year-olds participated in the 1979-80 reading/literature assessment. Each student in school completed only one item booklet of about 45 minutes in length. Approximately 2,700 students responded to each booklet. Much smaller samples of out-of-school 17-year-olds responded to each booklet. Unlike the students, each of these respondents completed up to three booklets.

For students in school, all booklets were group administered in sessions with sample sizes that ranged from 16-25 respondents. Paced audio tapes were used to insure uniform assessment conditions across the country and to move respondents through the booklets at the same speed. All directions for answering exercises were read on the tape. Typically for literature items, the text, questions and response choices were also read on the tape. However for reading items, respondents usually had to read everything but the directions themselves.

All booklets were individually administered to out-of-school 17-year-olds, using audio tapes that included all of the same material described above. However, these tapes were not paced; the test administrator turned the tape on and off after the respondent answered each exercise.

Respondents within each age group were assessed at approximately the same time in the 1979-80 school year: 13-year-olds in October through December, 9-year-olds in January through March, in-school 17-year-olds in March through May and out-of-school 17-year-olds in June and July.

Description of the Analyses and Results

As a part of each survey of achievement, National Assessment collects background information about the schools and respondents participating in the assessment. Certain general background information is collected during every assessment, for instance, region, size and type of community, sex, race/ethnicity and level of parental education. In most assessment years, additional background questions are asked that are relevant to the specific subject area. This information is typically gathered through a supplementary principal's questionnaire and through questions added to exercise booklets. A copy of the questions used to collect background information from schools and students for the 1979-80 reading/literature assessment is provided in an attachment to this paper.

In the reading/literature assessment, a number of student background questions were included that were potentially informative regarding the status of reading and literature achievement. They covered the following topics:

- Time spent reading, watching TV and doing homework

- Frequency and type of reading in spare time

- Language in the home

- Amount of reading material in the home

Additional reading background information was collected from a supplementary principal's questionnaire, for instance, instructional methods and materials used in the school and presence of separate remedial and enrichment classes for reading. However, this school level information was not used in the analyses reported here. The present study focuses on the students who responded to a single exercise booklet. Since the number of schools represented in one booklet is relatively small, these school level variables were not included in the analyses.

The purpose of the analyses presented here was to explore the relationship of variables related to reading and comprehension achievement. The strategy employed was to conduct extensive descriptive analyses of one sample of students, to extract nonreading related factors that strongly influence achievement, and then to study the relationship of reading related factors and comprehension achievement. The goal of the effort was to identify factors that might be influenced positively by educators and parents.

The booklet chosen for the analyses was booklet 5, for 13-year-olds. A copy of the booklet is provided as an attachment to this paper. This booklet was chosen because it contained a relatively large number of comprehension questions across a wide variety of passages; the difficulty levels of the comprehension questions was typical for age 13 booklets; and all the exercises in the booklet are in the public domain and therefore may be freely shared in reports of the analyses. Initially, another age 13 booklet, booklet 7, was exmained because it included more background questions of interest. However, booklet 7 proved to be easier than most age 13 booklets and exhibited a strong ceiling effect.

Characteristics and Performance of 13-Year-Olds

The first step in the analyses was to compute comprehension scores for each student. These scores were based on 22 multiple-choice comprehension questions. Next weighted frequencies and mean comprehension scores, standard deviations and standard errors were computed for all categories of all background variables. The computer programs used for these analyses are presented in Appendixes A and B along with selected computer output.

The frequency distributions described the characteristics of the students. The general background questions provided an estimate of the demographic characteristics of all 13-year-olds in the nation. The reading related questions provided information about the characteristics of 13-year-olds as readers (see Appendix B, pp. B-3 through B-5). When asked how much time they spent reading the previous day (TIMEREAD), 44% indicated that they had not read at all and 28% indicated that they had read one hour or less. When asked how much time they spent watching television the previous day (TVWATCHD), 50% reported that they had watched from two to four hours. When asked how much time they spent on homework the previous day (HOMEWORK), 34% said that no homework had been assigned, 30% said that they had spent one hour or less on homework and 22% said that they had spent from one to two hours.

Two questions focused on students' reading during their spare time. When asked how often they read in their spare time (READOFTN), 34% said they read almost every day, 35% said they read once or twice a week, 22% said they read less than once a week and 8% said they never read in their spare time. This question seemed to generate more variability in responses than the question about the amount of time spent reading the previous day. During their spare time, 32% of the students read mostly fiction, 22% read mostly nonfiction and 35% read fiction and nonfiction about equally (SPARTIME).

In exercise 5 of booklet 5, students were asked whether or not they read for enjoyment, to know more about things, to understand people better and to find out how to do things. These questions were only asked to 13-year-olds in booklet 5, but the information provided is very similar to the information from the other reading related background questions included in all newly developed exercise booklets. Thirty-seven percent responded that they read for three of the four reasons and 33% responded that they read for all four reasons (VALUEX).

Several questions explored home characteristics that might influence comprehension achievement. For 8% of the respondents, English was not the language spoken most often at home (SPKENGL) and for 9% of the respondents, a language other than English was spoken often at home (OTHLANG). When asked about reading materials found in the home -- getting a newspaper regularly, getting any magazines regularly, having more than 25 books or having an encyclopedia -- 28% responded positively to three of the four categories and 54% responded positively to all four (HOMEENV).

The calculations of means provided an indication of the variables that most affect comprehension achievement (see Appendix B, p. B-5). The mean comprehension score for all students in the sample was 73.5%. As expected, a number of factors not directly related to reading strongly influenced comprehension scores. These factors included sex (SEX), grade in school (COLLGRD), race/ethnicity (COLLRACE), community size (COMMSIZE), size and type of community (STOC) and level of parental eduction (PARED). Girls outperformed boys. Students in grade 8 read better than students in grade 7. Whites outperformed minorities. Students from big cities performed lower. Students from advantaged metropolitan areas (hi metro) performed higher and students from main big cities and from disvantaged metropolitan areas (lo metro) performed lower. Students with at least one parent with post high school education perfomed higher and students with both parents with less than a high school education performed lower. Performance of all of the groups cited was signficantly different from the mean for all students.

Characteristics and Performance of Whites in the Eighth Grade

The purpose of the present analyses, however, was to explore the effects of reading related variables on comprehension achievement. Therefore, in the next step we attemped to extract the effects of many nonreading related factors by only including whites in grade 8 in the analyses. This reduced the weighted sample size from 2,712 to 1,576. The same weighted frequencies and means were then computed. The computer programs and selected output for these analyses are presented in Appendix C. The results indicated that we were fairly successful in removing the influence of many of the nonreading related factors (see Appendix C, pp. C-6 and C-7). Students from advantaged metropolitan areas still performed significantly above the mean. Students who came from homes with high levels of parental education still performed significantly above the mean, while students who came from homes with low levels of parental education performed significantly below the mean. The percentage of students influenced positively by these nonreading related factors was fairly substantial (11% came from advantaged metropolitan areas and 55% came from families with post high school parental education). However, the percentage of students influenced negatively was small (8% came from families with low levels of parental education. We concluded that the reduced sample of white students in the eighth grade was reasonably homogeneous with respect to nonreading related factors and we continued our examination of the reduced sample.

The characteristic of the reduced sample with respect to reading related variables was not greatly different from the larger sample (see Appendix C, pp. C-4 and C-5). Students still typically read little or not at all the previous day, watched two to four hours of television and spent a small amount of time on homework, if any had been assigned.

With respect to comprehension achievement, several interesting patterns emerged (see Appendix C, pp. C-6 through C-8). The mean for all students in the reduced sample was 79.5%, 6 percentage points higher than that for the total sample. As with the total sample, the girls outperformed boys. The mean for girls was 82% and for boys 76%, both significantly different from the overall mean.

The amount of time spent reading the previous day discriminated between two groups -- those who reported not reading at all and those who reported at least some amount of reading. The former group, who represented 45% of the reduced sample, performed significantly below the mean, while those that read at least some amount performed at the mean or significantly above. However, students who were particularly heavy readers, more than one hour the previous day, did not perform any higher than those who read one hour or less, a group that represented 42% of the reduced sample. Amount of time spent watching television or doing homework did not influence comprehension achievement.

Some interesting patterns emerged with respect to the frequency and type of reading during spare time. Comprehension scores were positively related to how often students read in their spare time. The relationship was more dramatic than that detected by the question about the amount of time spent reading the previous day. Students who read almost every day (35% of the reduced sample) performed significantly above the mean, those who read less than once a week or never (31% of the reduced sample) performed significantly below the mean. In terms of the type of spare time reading, students who read mostly fiction (35% of the reduced sample) peformed significantly higher, students who read mostly nonfiction (18% of the reduced sample) performed significantly lower, and those who read both about equally (35% of the reduced sample) peformed between the two extremes.

The relationship between the number of reasons for reading that a student cited and comprehension scores was predictable but not particularly dramatic. Students who reported zero or one reason performed significantly below the mean, but this group only represented 11% of the reduced sample. All other students performed about at the mean.

As might be expected, certain home related variables influenced comprehension achievement. Students who came from homes where English was not the language spoken most often performed signficantly below the mean, but this group only represented 3% of the reduced sample. Students who came from homes where all four types of reading materials were present -- newspapers, magazines, books and an encyclopedia -- (62% of the reduced sample) performed significantly higher, while those from homes with less than three types of reading material (12% of the reduced sample) performed signifcantly lower.

In summary, it appeared that many home and community factors had been extracted from the sample. However, some positive influences of advantaged metropolitan areas, higher levels of parental education and many types of reading materials in the home remained. A few negative influences were operating, such as homes with low levels of parental education, that were non-English speaking or that had few reading materials. However, the percentage of students in these groups was quite small. The results did indicate several student characteristics that were influencing comprehension achievement. Two of the most dramatic varibles were respondent's sex and frequency of reading during spare time. These two variable became the focus of further analyses.

Two-way Analyses of Whites in the Eighth Grade

A second set of analyses of the reduced sample examined the influence of respondent's sex and frequency of reading during spare time on the other background variables. Two-way weighted frequencies and means were computed that crossed these two variables with all of the other background variables. Based on previous analyses, some background variables were collapsed into most commonly occurring categories. The computer program and selected outputs from these analyses are presented in Appendix D.

The frequencies indicated some interesting differences between girls and boys with respect to the reading related background variables (see Appendix D, pp. D-5 and D-6). The differences in time spent reading, watching television and doing homework the previous day were not great. Girls and boys were similar with respect to the amount of time spent reading. More girls than boys watched television one hour or less, 36% compared to 26%. Interestingly, more boys than girls reported that no homework had been assigned the previous day, 39% compared to 29%. More girls than boys spent one hour or more doing homework, 34% compared to 23%.

More dramatic differences between girls and boys were found in the frequencies and type of reading during spare time. Many more girls than boys read almost every day, 42% compared to 28%. More boys than girls never read in their spare time, 12% compared to 5%. Many more girls than boys read mostly fiction, 46% compared to 24% and many more boys than girls read mostly nonfiction, 27% compared to 10%.

Girls and boys were similar with respect to the other reading related background variables. They were similar with respect to the number of reasons for reading that they cited. They were also similar with respect to the language spoken most often at home and the types of reading materials in the home. Finally, as expected girls and boys were similar with respect to the nonreading related variables -- community size and type and level of parental education.

The two-way mean analyses suggested that the three variables that seemed to be influencing achievement the most -- sex, frequency of reading during spare time and type of reading during spare time -- were operating consistently across all the other variables but that there was some evidence that they were interacting with one another (see Appendix D, pp. D-12 through D-16). Girls consistenly performed better than boys across all levels of the other variables. Similarly, students who read more often in their spare time performed better than students who read less often across all levels of the other variables. However, when respondent's sex was crossed with frequency of reading, an interaction effect was detected. For most frequencies of reading during spare time, girls outperformed boys. However, girls and boys who read almost every day both performed at the same high level. Students who mostly read fiction during their spare time consistently performed higher and students who mostly read nonfiction consistently performed lower across all levels of the other variables. This pattern was also present when type of reading was crossed with respondent's sex and when it was crossed with frequency of reading during spare time.

The two-way analyses started to suggest an explanatory model for the data. The data indicated that girls are more likely than boys to read fiction in their spare time and that they tend to read more often. Boys are more likely to read nonfiction and they tend to read less often. These characteristics lead to higher performance among girls and lower performance among boys.

Regression Analyses

A final step in the analyses was to explore the relationship between respondent's sex and frequency and type of reading during spare time using regression analysis. The computer program and selected output for these analyses are presented in Appendix E. At this time we recoded the variables describing the frequency and type of reading into a combined variable (READSPAR). Even though these two questions followed one another not all students were consistent in their answers. Some students would report that they never read in their spare time in one of the questions but not the other. We collapsed students who reported never reading in one or both questions into a single category. The other categories of the new variable represented all other possible combinations of responses to the two questions.

Several regression analyses were conducted using the same homogenous sample of whites in the eighth grade. The first analysis studied the contribution of respondent's sex, frequency and type of reading during spare time and the interaction of these two factors. This analysis yielded an r-square value of .195. All variables contributed to the model. More interesting results were indicated by the least squares means, which estimate the results as if the design were balanced. When the frequencies of reading during spare time were statistically balanced, girls and boys perfomed almost at the same level, 80% for girls and 78% for boys. However, within levels of reading during spare time, girls tended to perform from 5 to 10 points higher than boys.

The earlier analyses indicated that the variation in the scores for boys was considerably greater than for girls. The standard deviation of the mean score was 17.06 for boys and 13.74 for girls. These differences were explored further by examining weighted frequencies that crossed respondent's sex by raw score. Because of this difference we decided to rerun the regression analyses separately for each of the two sex groups. The analysis for boys yielded an r-square value of .214 and the analysis for girls yielded an r-square value of .105. In both cases reading in spare time significantly contributed to the model, but the factor seemed much for influential for boys than for girls.

Discussion of Results

The purpose of the secondary analyses presented in this paper was to explore the relationship between reading related background variables and comprehension achievement. Since we were primarily concerned with factors that might be impacted by educators and parents, we purposely focused our attention on a very homogeneous group, whites in the eighth grade. In this way we were able to eliminate many of the nonreading related background variables, such as socioeconomic factors, that influence achievement. Most of the analyses were descriptive in nature, primarily frequencies and means for various combinations of variables. Emerging from these analyses were three factors that seemed to be influencing achievement in noticeable ways -- sex, frequency of reading in spare time and type of reading in spare time. Girls consistently performed better than boys; girls read more often than boys in their spare time; girls read mostly fiction and boys read mostly nonfiction. Regression analyses indicated that the frequency and type of reading during spare time contributes to these sex differences.

A possible explanation emerging from the data is that girls' preference for fiction leads them to read more often resulting in higher levels of comprehension performance. Boys' preference for nonfiction, or perhaps their tendency to only read school assigned nonfiction material does not lead them to read often during spare time resulting in lower levels of achievement. Possible implications include getting more boys "hooked on books" by introducing them to some of the pleasure that reading fiction brings.

The conclusions drawn from the data must be tentative. The analyses were conducted on just one sample of students at one age. Analyses were based on responses to a fairly small set of comprehension items that were easy for many students. Additional research that examines students across several booklets of exercises would provide more conclusive results. More sophisticated analysis procedures, such as path analyses, would provide more information regarding the validity of the model. More analyses that looked at girls and boys separately would indicate if the model was operating differently for the two groups. Analyses of other age groups, particularly 17-year-olds, would indicate if the relationships are stable across age levels.

Example Computer Programs

The purpose of this section is to decribe some of the problems encountered when using SAS and SPSS statistical packages to conduct analyses of NAEP data. Analysis issues are the primary topic of another NAEP document, An Introduction to the National Assessment of Educational Progress Public-Use Data Tapes. This discussion focuses on the problems encountered during the specific analyses used for the present study.

The inital requirement for any analyses of NAEP public-use data tapes is the establishment of a systems file. This is easily accomplished by using SAS or SPSS system generation routines provided with every data tape. These routines are explained in the Introduction cited above and will not be discussed here. All analyses for this paper were run with SAS 79.5 or SPSS version H, release 9.0 on an IBM 370, model 138, operating under OS/VS1, release 7.0C.

Developing a SAS Scored File

The first step in the analyses was to identify the comprehension exercises and to score them. We chose to use all of the questions in the booklet that had been identified as comprehension items for the regular assessment analyses. However, external researchers may decide to use other definitions based on their particular content concerns or measurement requirements. For example, a researcher might wish to examine only a subset of items that deal with a particular comprehension task such as understanding anaphora, or a researcher may want to deal with exercises that are particularly high discriminators between low and high achievers. If this is the case, the researcher may have to initiate several prior steps, either judgmental or statistical, before identifying exercises of interest.

The SAS programs used for scoring exercises are provided in Appendix A. Two alternatives are presented. The first, SASRUN2A, uses a macro which makes scoring very easy for the programmer. However, using NAEP IBM equipment, the program was very inefficient. The second approach, SASRUN2B, is much more tedious for the programmer, but much more efficient for the machine.

Both scoring programs count no responses and "I don't know" responses as incorrect responses. The number of correct responses were divided by the number of items attempted. Missing values were treated as items that were not attempted. Respondents who attempted one or more items were included in the analyses. Researchers might wish to alter this aspect and only include a subset of the respondents, for example, students who attempted at least half of the exercises.

Computing Weighted Frequencies and Means with SAS

The second step in the analyses was to compute weighted frequencies and means for the total sample of respondents. The SAS program used for these analyses is provided in Appendix B, SASRUN3. Because National Assessment utilized a stratified multistage sample with disproportionate sampling of some groups, it is necessary to make use of weights and to make adjustments in calculations of standard errors when using standard statistical programs.

In the present analyses the SAS Frequency procedure was used to compute frequencies. This procedure permits the use of weights, including weights that are less than 1.0. The weights used in SASRUN3 and subsequent SAS analyses are the respondent weights rescaled to sample size. These weights are non-zero, but at least half are less than one.

SAS procedures use weights in many different ways. Some procedures do not accept weights but can be tricked into doing so by using weights as frequencies. Some procedures will only take integer weights, and some will only take non-zero weights. Researchers need to study each procedure carefully for the type of weights it uses. The rescaling and use of weights is discussed in the Introduction.

The SAS Univariate procedure was used to produce weighted means, standard deviations and standard errors. This procedure permits the use of noninteger weights and computes accurate weighted means and standard deviations. However, it produces biased estimates of standard error, too small by approximately the square root of 2. This is because the procedure does not take into account the design effect of the stratified multistage sample.

The SAS program was modified to calculate estimated standard errors based upon the sample size and the number of exercises in each mean. Two estimates were calculated, one appropriate for use with variables that are present in all primary sampling units, such as sex and most other student characteristics, and one appropriate for use with variables that are not present in all primary sampling units, such as region, community size, and size and type of community. The formulas for these estimates were based on examination of the design effect of NAEP sampling in previous years. The formulas do not work with very small sample sizes. Sample sizes of at least 150 are desireable. In this program estimates for samples less than 50 have been forced to missing values. This method for calculating standard errors is discussed in the Introduction.

The analyses produced with SASRUN4 were essentially the same as those produced with SASRUN3. The SAS program for these analyses is presented in Appendix C. The only change involved limiting the data set to whites in the eighth grade. The analyses produced with SASRUN5 also utilized the same procedures. The program used for this run is provided in Appendix D. In this run, the Frequency and Univariate procedures were used to produce two-way analyses.

Conducting Regression Analyses with SAS

The regression analyses produced in SASRUN6 used the SAS General Linear Models procedure. The program for these analyses is provided in Appendix E. As before, these analyses used weights rescaled to sample size. The GLM procedure is very easy to use. Class variables need only be listed; they do not need to be recoded into dummy variables. Desired interaction effects need only be indicated using special symbols.

SPSS Analyses

Appendix F provides a number of SPSS analyses that parallel the SAS analyses. SPSSRUN2 created a scored file. The SPSS procedures for scoring a file are very similar to those shown in SASRUN2B.

SPSSRUN3 produced the same weighted frequencies and means that were produced in SASRUN3. As in the SAS runs, these analyses used weights rescaled to sample size. The Frequencies procedure was used to produce one-way frequencies. The Breakdown procedure with the Crossbreak option was used to produce means. When using Breakdown with Crossbreak, SCORE was the variable which was entered first. SCORE then becomes averaged across the other variables entered into the procedure. The Breakdown procedure provides accurate means and standard deviations but, it does not provide estimates of standard errors. However, standard errors may be computed by dividing the standard deviation by the square root of half of the weighted sample size.

SPSSRUN4 duplicated the analyses provided by SASRUN4 and SASRUN5. The one-way analyses were just the same as those produced in SPSSRUN3 except they were limited to respondents who are white and in the eighth grade. The two-way frequencies were produced using the Crosstabs procedure. The two-way means were produced using Breakdown and Crossbreak, except that an additional independent variable was introduced in the procedure.

APPENDIX A: SASRUN2

```
//DELETE   EXEC  PGM=NULL
//D05        DD  DSN=U.Y11RDL13.SAS.SCORED.BOOK05,VOL=SER=NIP626,
//           UNIT=2314,DISP=(OLD,DELETE)
//BOOK05   EXEC  SAS
//LIBRARY    DD  DSN=U.Y11RDL13.SAS.FORMATS,DISP=OLD
//IN1        DD  DSN=U.Y11RDL13.SAS.BOOK05,VOL=SER=NIP626,UNIT=2314,
//            DISP=SHR
//OUT1       DD  DSN=U.Y11RDL13.SAS.SCORED.BOOK05,VOL=SER=NIP626,
//            UNIT=2314,DISP=(NEW,CATLG),SPACE=(TRK,(100,20))
//SYSIN      DD *
           *                                                              ;
           ***************************************************************;
           *                                                              ;
           * SASRUN2A                                                     ;
           * RECODE BOOKLET 05                                            ;
           *                                                              ;
           ***************************************************************;
           *                                                              ;
           TITLE1 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS;
           TITLE2 SASRUN2A - RECODE AGE 13 1979-80 RED/LIT BOOKLET 05      ;
           *DEFINE NEXP - THE NUMBER OF EXERCISES BELONGING TO THE DESIRED MEAN;
           MACRO NEXMN
              22
           %
           *DEFINE THE SET OF EXERCISES BELONGING TO THE DESIRED MEAN     ;
           MACRO EXERS
             T0501B T0501C T0501D T0501E T0502A T0502B T0502C T0503B T0503C
             T0503D T0503E T0503F T0504B T0504C T0506B T0506C T0506D T0506E
             T0508B T0508C T0508D T0508F
           %
           *DEFINE CORRECT FOIL VALUES FOR THE SET OF EXERCISES          ;
           MACRO CFOILS
             CFOIL3 CFOIL2 CFOIL2 CFOIL1 CFOIL1 CFOIL1 CFOIL3 CFOIL3 CFOIL3
             CFOIL4 CFOIL2 CFOIL1 CFOIL1 CFOIL3 CFOIL1 CFOIL2 CFOIL2 CFOIL2
             CFOIL1 CFOIL3 CFOIL4 CFOIL4
           %
           DATA OUT1.BOOK05
             (KEEP=COMMSIZE REGOBE STOC HOMEWORK OTHLANG SEX COLLGRD HOMEENV
              PARED SPKENGL COLLRACE TIMEREAD TVWATCHD
              READOFTN SPARTIME NATIONAL VALUEX
              NEXP NEXS RAW SCORE WEIGHTS WGT HWGT PACKAGE ISVARES);
             SET IN1.RDL11B05;
           *--------------------------------------------------------------;
           *  READ SAS SYSTEM FILE 'RDL11B05', OUTPUT AS 'BOOK05'          ;
           *  WGT = WEIGHTS RESCALED SO SUM = SAMPLE SIZE                 ;
           *  HWGT = DESIGN EFFECT RESCALING OF WGT SO                    ;
           *          SUM = 1/2 SAMPLE SIZE                               ;
           *--------------------------------------------------------------;
           *INITIALIZE VARIABLES FOR SCORING LOOP                         ;
             RETAIN INIT CFOIL0-CFOIL999;
             INIT=1;
             IF INIT=1 THEN
               DO;
                 INIT=0;
           *DEFINE CORRECT FOIL VALUES 0 THROUGH 999 (ALL POSSIBLE NAEP VALUES);
                 ARRAY CFOIL (I) CFOIL0-CFOIL999;
                 DO OVER CFOIL;
                   CFOIL = I - 1;
                 END;
               END;
```

```
51          *DEFINE NEXP - THE NUMBER OF EXERCISES BELONGING TO THE DESIRED MEAN;
52            NEXP=NEXMN;
53          *DEFINE NEXS - THE NUMBER OF EXERCISES ATTEMPTED BY THIS STUDENT    ;
54          *                INCLUDES NO RESPONSE AND I DON'T KNOW EXERCISES    ;
55          *DEFINE RAW  - THE NUMBER OF EXERCISES CORRECTLY ANSWERED BY THIS   ;
56          *                STUDENT                                            ;
57            ARRAY EXER (I) EXERS;
58            ARRAY FOIL (I) CFOILS;
59            RAW=0;
60            NEXS=0;
61            DO OVER EXER;
62              IF  EXER = FOIL  THEN  RAW=RAW+1;
63              IF  EXER ¬= .  THEN NEXS=NEXS+1;
64            END;
65          *DEFINE SCORE - THE PERCENTAGE CORRECT OUT OF THE TOTAL NUMBER OF   ;
66          *                 EXERCISES ATTEMPTED BY THE STUDENT                ;
67            IF NEXS=0 THEN SCORE=.;
68            ELSE SCORE=(RAW/NEXS)*100;
69          *CREATE NATIONAL VARIABLE CONTAINING ALL STUDENTS                   ;
70            NATIONAL=1;
71          *CREATE VALUEX VARIABLE INCLUDING NUMBER OF POSITIVE RESPONSES TO   ;
72          *  T0505A THROUGH T0505D                                            ;
73            VALUEX=0;
74            ARRAY TEMP (I) T0505A T0505B T0505C T0505D;
75            DO OVER TEMP;
76              IF TEMP=1 THEN VALUEX=VALUEX+1;
77            END;
78            DO OVER TEMP;
79              IF TEMP=. THEN VALUEX=.;
80            END;
81            WGT=WEIGHTS/1220.270;
82            HWGT=WGT/2;
83          *ADD NEW FORMATS TO LIBRARY                                         ;

NOTE: DATA SET OUT1.BOOK05 HAS 2712 OBSERVATIONS AND 29 VARIABLES. 30 OBS/TRK.
NOTE: THE DATA STATEMENT USED 964.40 SECONDS AND 334K.

83          PROC FORMAT DDNAME=LIBRARY PRINT;
84          VALUE NATIONAL
85            1='1)NATION          NATION          ';
    FORMAT: NATIONAL
    LOW VALUE       HIGH VALUE      LABEL
    ----------      ----------      -----
             1               1      1)NATION            NATION


NOTE: THE PROCEDURE FORMAT USED 0.74 SECONDS AND 188K.


NOTE: SAS USED 334K MEMORY.
NOTE: SAS INSTITUTE INC.
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      CARY, N.C. 27511
```

```
// JOB CARD
//DELETE   EXEC  PGM=NULL
//D05      DD  DSN=U.Y11RDL13.SAS.SCORED.TEST.BOOK05,VOL=SER=NIP626,
//         UNIT=2314,DISP=(OLD,DELETE)
//BOOK05   EXEC  SAS
//LIBRARY   DD  DSN=U.Y11RDL13.SAS.FORMATS,DISP=OLD
//IN1       DD  DSN=U.Y11RDL13.SAS.BOOK05,VOL=SER=NIP626,UNIT=2314,
//           DISP=SHR
//OUT1      DD  DSN=U.Y11RDL13.SAS.SCORED.TEST.BOOK05,VOL=SER=NIP626,
//           UNIT=2314,DISP=(NEW,CATLG),SPACE=(TRK,(100,20))
//SYSIN     DD *
            *                                                                    ;
            *******************************************************************;
            *                                                                    ;
            * RUN2, PART B
            * RECODE & PROCESS BOOKLET 05                                        ;
            *                                                                    ;
            *******************************************************************;
            *                                                                    ;
            TITLE1 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS;
            TITLE2 SASRUN2B - RECODE & PROCESS AGE 13 1979-80 RED/LIT BOOKLET 05;
            *DEFINE NEXP - THE NUMBER OF EXERCISES BELONGING TO THE DESIRED MEAN;
            MACRO NEXMN
              22
            %
            MACRO LABELS
              FORMAT COMMSIZE COMMSIZE. REGOBE REGOBE. STOC STOC.
                HOMEWORK HOMEWORK. OTHLANG OTHLANG. SEX SEX. COLLGRD COLLGRD.
                HOMEENV HOMEENV. PARED PARED. SPKENGL SPKENGL. COLLRACE COLLRACE.
                TIMEREAD TIMEREAD. TVWATCHD TVWATCHD. READOFTN READOFTN.
                SPARTIME SPARTIME. NATIONAL NATIONAL.;
            %
            DATA OUT1.BOOK05
              (KEEP=COMMSIZE REGOBE STOC HOMEWORK OTHLANG SEX COLLGRD HOMEENV
               PARED SPKENGL COLLRACE TIMEREAD TVWATCHD READIMPT READKIND
               READOFTN REDENJOY SPARTIME NATIONAL VALUEX
               NEXP NEXS RAW SCORE WEIGHTS WGT HWGT PACKAGE ISVARES);
              SET IN1.RDL11B05;
            *-----------------------------------------------------------------;
            *  READ SAS SYSTEM FILE 'RDL11B05', OUTPUT AS 'BOOK05'              ;
            *  WGT = WEIGHTS RESCALED SO SUM = SAMPLE SIZE                      ;
            *  HWGT = DESIGN EFFECT RESCALING OF WGT SO                         ;
            *         SUM = 1/2 SAMPLE SIZE                                     ;
            *-----------------------------------------------------------------;
            *DEFINE NEXP - THE NUMBER OF EXERCISES BELONGING TO THE DESIRED MEAN;
              NEXP=NEXMN;
            *DEFINE NEXS - THE NUMBER OF EXERCISES ATTEMPTED BY THIS STUDENT    ;
            *              INCLUDES NO RESPONSE AND I DON'T KNOW EXERCISES      ;
            *DEFINE RAW  - THE NUMBER OF EXERCISES CORRECTLY ANSWERED BY THIS   ;
            *              STUDENT                                              ;
              RAW=0;
              NEXS=0;
```

```
  IF T0501B EQ 3 THEN RAW=RAW+1;
  IF T0501B NE 9 THEN NEXS=NEXS+1;
  IF T0501C EQ 2 THEN RAW=RAW+1;
  IF T0501C NE 9 THEN NEXS=NEXS+1;
  IF T0501D EQ 2 THEN RAW=RAW+1;
  IF T0501D NE 9 THEN NEXS=NEXS+1;
  IF T0501E EQ 1 THEN RAW=RAW+1;
  IF T0501E NE 9 THEN NEXS=NEXS+1;
  IF T0502A EQ 1 THEN RAW=RAW+1;
  IF T0502A NE 9 THEN NEXS=NEXS+1;
  IF T0502B EQ 1 THEN RAW=RAW+1;
  IF T0502B NE 9 THEN NEXS=NEXS+1;
  IF T0502C EQ 3 THEN RAW=RAW+1;
  IF T0502C NE 9 THEN NEXS=NEXS+1;
  IF T0503B EQ 3 THEN RAW=RAW+1;
  IF T0503B NE 9 THEN NEXS=NEXS+1;
  IF T0503C EQ 3 THEN RAW=RAW+1;
  IF T0503C NE 9 THEN NEXS=NEXS+1;
  IF T0503D EQ 4 THEN RAW=RAW+1;
  IF T0503D NE 9 THEN NEXS=NEXS+1;
  IF T0503E EQ 2 THEN RAW=RAW+1;
  IF T0503E NE 9 THEN NEXS=NEXS+1;
  IF T0503F EQ 1 THEN RAW=RAW+1;
  IF T0503F NE 9 THEN NEXS=NEXS+1;
  IF T0504B EQ 1 THEN RAW=RAW+1;
  IF T0504B NE 9 THEN NEXS=NEXS+1;
  IF T0504C EQ 3 THEN RAW=RAW+1;
  IF T0504C NE 9 THEN NEXS=NEXS+1;
  IF T0506B EQ 1 THEN RAW=RAW+1;
  IF T0506B NE 9 THEN NEXS=NEXS+1;
  IF T0506C EQ 2 THEN RAW=RAW+1;
  IF T0506C NE 9 THEN NEXS=NEXS+1;
  IF T0506D EQ 2 THEN RAW=RAW+1;
  IF T0506D NE 9 THEN NEXS=NEXS+1;
  IF T0506E EQ 2 THEN RAW=RAW+1;
  IF T0506E NE 9 THEN NEXS=NEXS+1;
  IF T0508B EQ 1 THEN RAW=RAW+1;
  IF T0508B NE 9 THEN NEXS=NEXS+1;
  IF T0508C EQ 3 THEN RAW=RAW+1;
  IF T0508C NE 9 THEN NEXS=NEXS+1;
  IF T0508D EQ 4 THEN RAW=RAW+1;
  IF T0508D NE 9 THEN NEXS=NEXS+1;
  IF T0508E EQ 4 THEN RAW=RAW+1;
  IF T0508E NE 9 THEN NEXS=NEXS+1;
*DEFINE SCORE - THE PERCENTAGE CORRECT OUT OF THE TOTAL NUMBER OF    ;
*                    EXERCISES ATTEMPTED BY THE STUDENT              ;
  IF NEXS=0 THEN SCORE=.;
  ELSE SCORE=(RAW/NEXS)*100;
  NATIONAL=1;
  VALUEX=0;
  ARRAY TEMP (I) T0505A T0505B T0505C T0505D;
  DO OVER TEMP;
    IF TEMP=1 THEN VALUEX=VALUEX+1;
  END;
  DO OVER TEMP;
    IF TEMP=. THEN VALUEX=.;
  END;
  WGT=WEIGHTS/1220.270;
  HWGT=WGT/2;
```

```
101          *ADD NEW FORMATS TO LIBRARY                                             ;

NOTE: DATA SET OUT1.BOOK05 HAS 2712 OBSERVATIONS AND 29 VARIABLES. 30 OBS/TRK.
NOTE: THE DATA STATEMENT USED 53.89 SECONDS AND 206K.

102          PROC FORMAT DDNAME=LIBRARY PRINT;
103          VALUE NATIONAL
104            1=' 1) NATION             NATION              ';

     FORMAT: NATIONAL

     LOW VALUE      HIGH VALUE     LABEL
     ----------     ----------     -----
              1              1     1) NATION             NATION


NOTE: THE PROCEDURE FORMAT USED 0.78 SECONDS AND 188K.

105          PROC FREQ DATA=OUT1.BOOK05;
106          *-----------------------------------------------------------------------;
107          * PRINT FREQUENCY DISTRIBUTIONS FOR SELECTED VARIABLES                   ;
108          *-----------------------------------------------------------------------;
109            TABLES RAW NATIONAL COMMSIZE;
110              WEIGHT WGT;
111              LABELS
112          TITLE3 WEIGHTED FREQUENCIES DISTRIBUTIONS USING WEIGHT WGT              ;
113          OPTION OBS=10;

NOTE: THE PROCEDURE FREQ USED 15.38 SECONDS AND 184K AND PRINTED PAGE 1.

114          DATA PRINTI; SET OUT1.BOOK05;

NOTE: DATA SET WORK.PRINTI HAS 10 OBSERVATIONS AND 29 VARIABLES. 55 OBS/TRK.
NOTE: THE DATA STATEMENT USED 3.41 SECONDS AND 174K.

115          PROC PRINT;

NOTE: THE PROCEDURE PRINT USED 4.12 SECONDS AND 182K AND PRINTED PAGE 2.

NOTE: SAS USED 206K MEMORY.

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```

```
                    NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
            SASRUN2E - RECODE & PROCESS AGE 13 1979-80 RED/LIT BOOKLET 05
                  WEIGHTED FREQUENCIES DISTRIBUTIONS USING WEIGHT WGT

                         RAW    FREQUENCY  CUM FREQ    PERCENT  CUM PERCENT

                           0            2         2      0.059        0.059
                           1            3         4      0.102        0.161
                           2            9        13      0.315        0.476
                           3            7        20      0.255        0.732
                           4           10        30      0.374        1.105
                           5           19        49      0.691        1.796
                           6           32        81      1.197        2.994
                           7           35       116      1.292        4.285
                           8           62       178      2.295        6.580
                           9           64       243      2.374        8.954
                          10           77       320      2.830       11.784
                          11           86       406      3.168       14.953
                          12          122       527      4.496       19.448
                          13          115       642      4.227       23.675
                          14          169       811      6.242       29.917
                          15          172       984      6.354       36.271
                          16          220      1203      8.096       44.368
                          17          256      1459      9.424       53.791
                          18          278      1737     10.253       64.045
                          19          311      2048     11.463       75.508
                          20          297      2345     10.958       86.465
                          21          256      2601      9.448       95.913
                          22          111      2712      4.087      100.000

                    NATICNAL    FREQUENCY  CUM FREQ    PERCENT  CUM PERCENT

                   1) NATION         2712      2712    100.000      100.000


                                        COMMUNITY SIZE
                 COMMSIZE       FREQUENCY  CUM FREQ    PERCENT  CUM PERCENT

                 1) BIG CITY          312       312     11.505       11.505
                 2) FRINGE            633       945     23.351       34.856
                 3) MED CITY          572      1517     21.092       55.947
                 4) SMALLER          1195      2712     44.053      100.000
```

```
     C                          H                    C  T  T  R  R  R  R  S                       N
     O     I  P              W  O  O     C        S  C  I  V  E  E  E  E  P                       A
     M     S  A  R           E  M  T     O  H     P  L  M  W  A  A  A  D  A                       T  V
     M     V  C  E           I  E  H     L  O  P  K  I  E  A  D  D  D  E  R                    S  I  A
     S     A  K  G  S        G  W  L     L  M  A  E  R  R  T  I  K  O  N  T   N       N        C  O  L                  H
  O  I     R  A  O  T        H  O  A  S  G  E  R  N  A  E  C  M  I  F  J  I   E   R   E        O  N  U        W         W
  B  Z     E  G  B  O        T  R  N  E  R  N  E  G  C  A  H  P  N  T  O  M   X   A   X        R  A  E        G         G
  S  E     S  E  E  C        S  K  G  X  D  V  D  L  E  D  D  T  D  N  Y  E   P   W   S        E  L  X        T         T

  1  3  1051  5  1  6  1043.84  3  3  1  3  3  3  1  1  2  5  .  .  1  .  3  22  22  22  100.000  1  4  0.85542  0.427709
  2  4  2041  5  2  7  1011.37  5  3  2  3  3  2  1  1  1  1  .  .  2  .  3  22   8  22   36.364  1  4  0.82881  0.414404
  3  4  1051  5  1  7   844.83  3  3  1  3  3  3  1  1  1  5  .  .  2  .  2  22  17  22   77.273  1  4  0.69233  0.346165
  4  3  1051  5  1  6  1043.84  1  2  2  2  1  2  2  1  1  7  .  .  3  .  1  22  14  22   63.636  1  2  0.85542  0.427709
  5  2  3032  5  3  5   846.23  2  3  1  3  3  2  1  1  1  6  .  .  4  .  1  22  10  22   45.455  1  0  0.69348  0.346739
  6  3  3062  5  3  6  1552.72  4  3  1  3  1  2  1  1  2  8  .  .  3  .  3  22  11  22   50.000  1  3  1.27244  0.636220
  7  4  2041  5  2  7  1011.37  3  3  2  2  3  2  1  1  4  5  .  .  1  .  4  22  21  22   95.455  1  3  0.82881  0.414404
  8  3  2041  5  2  6   940.47  3  3  1  3  3  3  1  1  2  3  .  .  2  .  4  22  17  22   77.273  1  4  0.77071  0.385353
  9  2  1022  5  1  2  1133.28  4  1  1  3  3  3  2  4  2  2  .  .  2  .  3  22  21  22   95.455  1  3  0.92871  0.464356
 10  1  3031  5  3  4  1680.36  1  3  1  3  1  3  1  2  1  4  .  .  2  .  3  22  17  22   77.273  1  4  1.37704  0.688520
```

APPENDIX B: SASRUN3

```
// JOB CARD
//BOOK05  EXEC  SAS
//LIBRARY   DD  DSN=U.Y11RDL13.SAS.FORMATS,DISP=SHR
//IN1       DD  DSN=U.Y11RDL13.SAS.SCORED.BOOK05,VOL=SER=NIP626,
//              UNIT=2314,DISP=SHR
//SYSIN     DD *
          *                                                                  ;
          *******************************************************************;
          *                                                                  ;
          * SASRUN3
          * ANALYSIS OF BOOKLET 05                                           ;
          *                                                                  ;
          *******************************************************************;
          *                                                                  ;
          TITLE1 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS                 ;
          TITLE2 SASRUN3 - PROCESS AGE 13 1979-80 RED/LIT BOOKLET 05         ;
          DATA BOOK05
            (KEEP=COMMSIZE REGORE STOC HOMEWORK OTHLANG SEX COLLGRD HOMEENV
             PARED SPKENGL COLLRACE TIMEREAD TVWATCHD
             READCPTN SPARTIME NATIONAL VALUEX
             NEXP NEXS RAW SCORE WEIGHTS WGT HWGT PACKAGE ISVARES);
            SET IN1.BOOK05;
          *------------------------------------------------------------------;
          *DEFINE NEXP - THE NUMBER OF EXERCISES BELONGING TO THE DESIRED MEAN;
          *DEFINE NEXS - THE NUMBER OF EXERCISES ATTEMPTED BY THIS STUDENT   ;
          *              INCLUDES NO RESPONSE AND I DON'T KNOW EXERCISES     ;
          *DEFINE RAW  - THE NUMBER OF EXERCISES CORRECTLY ANSWERED BY THIS  ;
          *              STUDENT                                             ;
          *DEFINE SCORE - THE PERCENTAGE CORRECT OUT OF THE TOTAL NUMBER OF  ;
          *               EXERCISES ATTEMPTED BY THE STUDENT                 ;
          MACRO LABELS
            FORMAT COMMSIZE COMMSIZE. REGORE REGORE. STOC STOC.
              HOMEWORK HOMEWORK. OTHLANG OTHLANG. SEX SEX. COLLGRD COLLGRD.
              HOMEENV HOMEENV. PARED PARED. SPKENGL SPKENGL. COLLRACE COLLRACE.
              TIMEREAD TIMEREAD. TVWATCHD TVWATCHD. READCPTN READCPTN.
              SPARTIME SPARTIME. NATIONAL NATIONAL.;
          %
          MACRO MEANSTD
            PROC SORT DATA=FILE;
              BY VARN;
            PROC UNIVARIATE NOPRINT DATA=FILE;
              BY VARN;
              VAR SCORE;
              WEIGHT WEIGHTS;
              OUTPUT OUT=TEMP N=N MEAN=MEAN STD=STD;
            LABELS
            DATA TEMP (DROP=NEXS); SET TEMP;
              NEXS=NEXMN;
          * FIFTY IS THE MINIMUM NUMBER OF STUDENTS IN A CATEGORY TO         ;
          * ACCURATELY ESTIMATE THE STANDARD ERROR OF THE MEAN               ;
              STDERR1=.;
              STDERR2=.;
              IF N>49 THEN
                DO;
                  STDERR1=.3633+(.4985/SQRT(NEXS))+(.1280/NEXS)+
                    (12.3820/SQRT(N))+(119.0076/N);
                  STDERR2=.6797+(.1970/SQRT(NEXS))+(.9964/NEXS)+
                    (19.6587/SQRT(N))+(-7.7244/N);
                END;
```

```
    NEX=NEXS;
  PROC PRINT DATA=TEMP;
%
PROC FREQ DATA=BOOK05;
*-----------------------------------------------------------------------;
* PRINT FREQUENCY DISTRIBUTIONS FOR SELECTED VARIABLES                 ;
*-----------------------------------------------------------------------;
  TABLES RAW NATIONAL COMMSIZE REGOBE STOC HOMEWORK -- SPARTIME
    VALUEX;
    WEIGHT WGT;
  LABELS
TITLE3 WEIGHTED FREQUENCIES DISTRIBUTIONS USING WEIGHT WGT             ;
*DEFINE NEXP - THE NUMBER OF EXERCISES BELONGING TO THE DESIRED MEAN;
MACRO NEXMN
  22
%
MACRO FILE BOOK05 %
MACRO VARN NATIONAL % MEANSTD
TITLE3 NCOUNTS, MEANS, STANDARD DEVIATIONS, STANDARD ERROR OF THE MEANS FOR VARI
ABLES;
TITLE4 WITH ALL PSUS (STDERR1) AND WITHOUT ALL PSUS (STDERR2),;
TITLE5 AND THE NUMBER OF EXERCISES (FOR EACH MEAN) ;
MACRO VARN SEX % MEANSTD
MACRO VARN COMMSIZE % MEANSTD
MACRO VARN REGOBE % MEANSTD
MACRO VARN STOC % MEANSTD
MACRO VARN HOMEWORK % MEANSTD
MACRO VARN OTHLANG % MEANSTD
MACRO VARN COLLGRD % MEANSTD
MACRO VARN HOMEENV % MEANSTD
MACRO VARN PARED % MEANSTD
MACRO VARN SPKENGL % MEANSTD
MACRO VARN COLLRACE % MEANSTD
MACRO VARN TIMEREAD % MEANSTD
MACRO VARN TVWATCHD % MEANSTD
MACRO VARN READOFTN % MEANSTD
MACRO VARN SPARTIME % MEANSTD
MACRO VARN VALUEX % MEANSTD

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```

```
                 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
           SASRUN3 - PROCESS AGE 13 1979-80 RED/LIT BOOKLET 05
           WEIGHTED FREQUENCIES DISTRIBUTIONS USING WEIGHT WGT

                 RAW   FREQUENCY   CUM FREQ    PERCENT   CUM PERCENT

                   0          2          2       0.059         0.059
                   1          3          4       0.102         0.161
                   2          9         13       0.315         0.476
                   3          7         20       0.255         0.732
                   4         10         30       0.374         1.105
                   5         19         49       0.691         1.796
                   6         32         81       1.197         2.994
                   7         35        116       1.292         4.285
                   8         62        178       2.295         6.580
                   9         64        243       2.374         8.954
                  10         77        320       2.830        11.784
                  11         86        406       3.168        14.953
                  12        122        527       4.496        19.448
                  13        115        642       4.227        23.675
                  14        169        811       6.242        29.917
                  15        172        984       6.354        36.271
                  16        220       1203       8.096        44.368
                  17        256       1459       9.424        53.791
                  18        278       1737      10.253        64.045
                  19        311       2048      11.463        75.508
                  20        297       2345      10.958        86.465
                  21        256       2601       9.448        95.913
                  22        111       2712       4.087       100.000

                            TIME SPENT-HOMEWORK
          HOMEWORK       FREQUENCY   CUM FREQ    PERCENT   CUM PERCENT

          1) NONE              916        916     33.787        33.787
          2) NOTDONE           152       1068      5.591        39.377
          3) LTONEHR           821       1889     30.290        69.667
          4) BETW12HR          591       2480     21.802        91.469
          5) GTTWOHRS          186       2666      6.858        98.327
          8) NR                 45       2712      1.673       100.000

                             HOME ENVIRONMENT
          HOMEENV        FREQUENCY   CUM FREQ    PERCENT   CUM PERCENT

          1)LTCATS3            487        487     17.942        17.942
          2)CATS3              751       1238     27.696        45.638
          3)CATS4             1470       2707     54.203        99.842
          7)IDK                  4       2712      0.158       100.000
```

```
                         OTHER LANG SPOKEN
OTHLANG         FREQUENCY   CUM FREQ    PERCENT    CUM PERCENT

1)OFTEN            245         245       9.035        9.035
2)SOMETMES         786        1031      28.998       38.033
3)NEVER           1520        2551      56.055       94.087
8)NR               160        2712       5.913      100.000


                        ENGLISH SPOKEN MOST
SPKENGL         FREQUENCY   CUM FREQ    PERCENT    CUM PERCENT

1)YES             2413        2413      88.999       88.999
2)NO               211        2625       7.787       96.786
8)NR                87        2712       3.214      100.000
```

```
                         HOW MUCH TIME READ
TIMEREAD         FREQUENCY   CUM FREQ    PERCENT   CUM PERCENT

01)NONE             1182        1182      43.605        43.605
02)LTONEHR           765        1948      28.226        71.832
03)ONEHR             353        2301      13.014        84.845
04)TWOHRS            172        2473       6.349        91.195
05)THREEHRS           83        2556       3.077        94.272
06)FOURHRS            45        2602       1.661        95.933
07)FIVEHRS            13        2615       0.492        96.425
08)GTEQ6HRS           32        2646       1.167        97.592
88)NR                 65        2712       2.408       100.000


                          TV WATCHED YESTDY
TVWATCHD         FREQUENCY   CUM FREQ    PERCENT   CUM PERCENT

01)NONE              263         263       9.688         9.688
02)LTONEHR           302         564      11.128        20.816
03)ONEHR             255         819       9.389        30.205
04)TWOHRS            482        1301      17.787        47.992
05)THREEHRS          441        1743      16.266        64.258
06)FOURHRS           418        2161      15.417        79.675
07)FIVEHRS           174        2335       6.423        86.098
08)GTEQ6HRS          321        2655      11.819        97.917
88)NR                 56        2712       2.083       100.000


                        HOW OFT READ SPAR TM
 READOFTM        FREQUENCY   CUM FREQ    PERCENT   CUM PERCENT

                      32           .          .             .
 1)EVERYDAY          916         916      34.189        34.189
 2)1-2 WEEK          949        1865      35.409        69.598
 3)LT 1 WK           602        2468      22.463        92.082
 4)NEVER             207        2675       7.732        99.814
 8)NR                  5        2680       0.186       100.000


                        KIND READ SPARETIME
 SPARTIME        FREQUENCY   CUM FREQ    PERCENT   CUM PERCENT

                      32           .          .             .
 1)NVR READ          280         280      10.461        10.461
 2)MSTLYFIC          858        1139      32.036        42.497
 3)MSTLYNFC          593        1732      22.126        64.623
 4)READBOTH          931        2662      34.729        99.352
 8)NR                 17        2680       0.648       100.000

           VALUEX   FREQUENCY   CUM FREQ    PERCENT   CUM PERCENT

                .          1           .          .             .
                0         52          52       1.903         1.903
                1        230         281       8.481        10.384
                2        531         812      19.579        29.963
                3       1016        1828      37.464        67.447
                4        882        2711      32.553       100.000
```

```
                    NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
                   SASRUN3 - PROCESS AGE 13 1979-80 BED/LIT BOOKLET 05
     NCOUNTS, MEANS, STANDARD DEVIATIONS, STANDARD ERROR OF THE MEANS FOR VARIABLES
              WITH ALL PSUS (STDERR1) AND WITHOUT ALL PSUS (STDERR2),
                     AND THE NUMBER OF EXERCISES (FOR EACH MEAN)

     OBS           NATIONAL                 N      MEAN       STD     STDERR1    STDERR2   NEX

      1     1) NATION            NATION   2712   73.6705    19.284   0.757045   1.14164    22

     OBS     SEX                             N      MEAN       STD      STDERR1    STDERR2   NEX

      1     1) MALE              MALE     1331   70.7866   20.1054   0.904203   1.30004    22
      2     2) FEMALE            FEMALE   1381   76.4239   18.0406   0.894765   1.29040    22

 OBS    COMMSIZE                                     N      MEAN       STD     STDERR1    STDERR2   NEX

  1     1) BIG CITY        BIG CITY                447    67.5736   22.3629   1.32728   1.67954    22
  2     2) FRINGE          FRINGES OF BIG CITY     549    75.0349   19.0001   1.22062   1.59193    22
  3     3) MED CITY        MEDIUM CITY             480    74.8136   18.7589   1.28849   1.64819    22
  4     4) SMALLER         SMALLER PLACES         1236    73.9921   18.5011   0.92388   1.31991    22

  OBS     STOC                                     N      MEAN      STD      STDERR1    STDERR2    NEX

   1       1) RURAL          EXTREME RURAL         304   71.7541   19.4362   1.57703   1.86905    22
   2       2) LOWMETRO       LOW METROPOLITAN      301   64.9722   22.4520   1.58446   1.87444    22
   3       3) HIMETRO        HIGH METROPOLITAN     242   83.8540   13.4908   1.76311   1.99878    22
   4       4) MAINBC         MAIN BIG CITY         115   63.8872   20.8356   2.66487   2.53301    22
   5       5) URBFRNGE      URBAN FRINGE          338   71.9247   19.2375   1.50098   1.81343    22
   6       6) MEDCITY        MEDIUM CITY           480   74.8136   18.7589   1.28849   1.64819    22
   7       7) SMPLACE        SMALL PLACES          932   74.5964   18.1933   1.00868   1.40265    22

  OBS                    COLLGRD                   N      MEAN      STD      STDERR1    STDERR2    NEX

   1       1) LTGRD7        LESS THAN GRADE 7       25   52.0599   27.6819      .          .        22
   2       2) GRADE7        GRADE 7                708   65.0336   21.2288   1.10883   1.49490    22
   3       3) GRADE8        GRADE EIGHT           1954   77.3066   16.8645   0.81641   1.20776    22
   4       4) GTGRD8        MORE THAN GRADE 8       14   86.3355   10.2827      .          .        22
   5       5) OTHER         OTHER                   11   41.7470   14.8481      .          .        22
 OBS     PARED                                        N      MEAN      STD      STDERR1    STDERR2    NEX

  1      1) NOTGHS        NOT HIGH SCHOOL GRAD     285   64.8643   19.3618   1.62642   1.90437    22
  2      2) GRADHS        GRADUATED HIGH SCHL      867   72.1428   18.4094   1.03318   1.42573    22
  3      3) POSTHS        POST HIGH SCHOOL        1257   79.0469   17.1698   0.91931   1.31533    22
  4      4) UNKNOWN       UNKNOWN                  303   62.0737   21.6293   1.57949   1.87086    22
  OBS     COLLRACE                                 N      MEAN      STD      STDERR1    STDERR2    NEX

   1      1) WHITE         WHITE                 2105   76.5120   17.8264   0.80181   1.19180    22
   2      2) BLACK         BLACK                  391   60.7180   21.2526   1.40595   1.74142    22
   3      3) SPANHRTG      SPANISH HERITAGE       172   66.6597   19.3115   2.11142   2.22104    22
   4      4) OTHER         OTHER                   44   65.9030   19.2322      .          .        22
```

APPENDIX C: SASRUN4

```
//JOB CARD
//BOOK05  EXEC  SAS
//LIBRARY   DD  DSN=U.Y11RDL13.SAS.FORMATS,DISP=SHR
//IN1       DD  DSN=U.Y11RDL13.SAS.SCORED.BOOK05,VOL=SER=NIP626,
//             UNIT=2314,DISP=SHR
//SYSIN     DD *
            *                                                              ;
            ***************************************************************;
            *                                                              ;
            * SASRUN4                                                      ;
            * ANALYSIS OF BOOKLET 05                                       ;
            *                                                              ;
            ***************************************************************;
            *                                                              ;
            TITLE1 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS;
            TITLE2 SASRUN4  - PROCESS AGE 13 1979-80 RED/LIT BOOKLET 05    ;
            DATA BOOK05
              (KEEP=COMMSIZE REGOBE STOC HOMEWORK OTHLANG SEX COLLGRD HOMEENV
               PARED SPKENGL COLLRACE TIMEREAD TVWATCHD
               READOFTN SPARTIME NATIONAL VALUEX
               NEXP NEXS RAW SCORE WEIGHTS WGT HWGT PACKAGE ISVARES);
              SET IN1.BOOK05;
            *--------------------------------------------------------------;
            *DEFINE NEXP - THE NUMBER OF EXERCISES BELONGING TO THE DESIRED MEAN;
            *DEFINE NEXS - THE NUMBER OF EXERCISES ATTEMPTED BY THIS STUDENT    ;
            *              INCLUDES NO RESPONSE AND I DON'T KNOW EXERCISES      ;
            *DEFINE RAW  - THE NUMBER OF EXERCISES CORRECTLY ANSWERED BY THIS   ;
            *              STUDENT                                              ;
            *DEFINE SCORE - THE PERCENTAGE CORRECT OUT OF THE TOTAL NUMBER OF   ;
            *               EXERCISES ATTEMPTED BY THE STUDENT                  ;
            MACRO LABELS
              FORMAT COMMSIZE COMMSIZE. REGOBE REGOBE. STOC STOC.
                HOMEWORK HOMEWORK. OTHLANG OTHLANG. SEX SEX. COLLGRD COLLGRD.
                HOMEENV HOMEENV. PARED PARED. SPKENGL SPKENGL. COLLRACE COLLRACE.
                TIMEREAD TIMEREAD. TVWATCHD TVWATCHD. READOFTN READOFTN.
                SPARTIME SPARTIME. NATIONAL NATIONAL.;
            %
            MACRO MEANSTD
              PROC SORT DATA=FILE;
                BY VARN;
              PROC UNIVARIATE NOPRINT DATA=FILE;
                BY VARN;
                VAR SCORE;
                WEIGHT WEIGHTS;
                OUTPUT OUT=TEMP N=N MEAN=MEAN STD=STD;
              LABELS
              DATA TEMP (DROP=NEXS); SET TEMP;
                NEXS=NEXMN;
            *   FIFTY IS THE MINIMUM NUMBER OF STUDENTS IN A CATEGORYTO       ;
            *   ACCURATELY ESTIMATE THE STANDARD ERROR OF THE MEAN;
                  STDERR1=.;
                  STDERR2=.;
                  IF N>49 THEN
                STDERR1=.3633+(.4985/SQRT(NEXS))+(.1280/NEXS)+
                  (12.3820/SQRT(N))+(119.0076/N);
                STDERR2=.6797+(.1970/SQRT(NEXS))+(.9964/NEXS)+
                  (19.6587/SQRT(N))+(-7.7244/N);
                NEX=NEXS;
              PROC PRINT DATA=TEMP;
```

```
%
* CREATE NEW FILE WITH WHITES IN THE MODAL GRADE                    ;
DATA NEXT; SET BOOK05;
  IF COLLGRD=3 & COLLRACE=1 THEN OUTPUT;
PROC FREQ DATA=NEXT;
*-------------------------------------------------------------------;
* PRINT FREQUENCY DISTRIBUTIONS FOR SELECTED VARIABLES              ;
*-------------------------------------------------------------------;
  TABLES RAW NATIONAL COMMSIZE REGOBE STOC HOMEWORK -- SPARTIME
    VALUEX;
    WEIGHT WGT;
  LABELS
TITLE3 NEW POPULATION -- WHITES IN THE MODAL GRADE (GRADE 8);
TITLE4 WEIGHTED FREQUENCIES DISTRIBUTICNS USING WEIGHT WGT          ;
*DEFINE NEXP - THE NUMBER OF EXERCISES BELONGING TO THE DESIRED MEAN;
MACRO NEXMN
  22
%
MACRO FILE NEXT %
MACRO VARN NATIONAL % MEANSTD
TITLE4 NCOUNTS, MEANS, STANDARD DEVIATIONS, STANDARD ERROR OF THE MEANS FOR VARI
ABLES;
TITLE5 WITH ALL PSUS (STDERR1) AND WITHOUT ALL PSUS (STDERR2),;
TITLE6 AND THE NUMBER OF EXERCISES (FOR EACH MEAN);
MACRO VARN SEX % MEANSTD
MACRO VARN COMMSIZE % MEANSTD
MACRO VARN REGOBE % MEANSTD
MACRO VARN STOC % MEANSTD
MACRO VARN HOMEWORK % MEANSTD
MACRO VARN OTHLANG % MEANSTD
MACRO VARN HOMEENV % MEANSTD
MACRO VARN PARED % MEANSTD
MACRO VARN SPKENGL % MEANSTD
MACRO VARN TIMEREAD % MEANSTD
MACRO VARN TVWATCHD % MEANSTD
MACRO VARN READOFTN % MEANSTD
MACRO VARN SPARTIME % MEANSTD
MACRO VARN VALUEX % MEANSTD
```

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            NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
        SASRUN4  - PROCESS AGE 13 1979-80 RED/LIT BOOKLET 05
       NEW POPULATION -- WHITES IN THE MODAL GRADE (GRADE 8)
       WEIGHTED FREQUENCIES DISTRIBUTIONS USING WEIGHT WGT

        RAW    FREQUENCY  CUM FREQ    PERCENT  CUM PERCENT

          0          1          1       0.039        0.039
          1          1          1       0.054        0.093
          4          3          5       0.197        0.291
          6          4          8       0.242        0.533
          7         12         20       0.730        1.263
          8         18         38       1.171        2.434
          9         22         60       1.386        3.820
         10         24         84       1.541        5.361
         11         26        110       1.622        6.983
         12         43        153       2.702        9.685
         13         53        206       3.360       13.045
         14         83        288       5.238       18.284
         15         92        380       5.810       24.094
         16        121        500       7.662       31.757
         17        173        674      10.998       42.754
         18        181        854      11.466       54.220
         19        211       1065      13.374       67.594
         20        207       1272      13.122       80.716
         21        213       1485      13.532       94.249
         22         91       1576       5.751      100.000


                         COMMUNITY SIZE
  COMMSIZE     FREQUENCY  CUM FREQ    PERCENT  CUM PERCENT

  1)BIG CITY         91         91       5.770        5.770
  2)FRINGE          358        449      22.716       28.486
  3)MED CITY        346        795      21.960       50.446
  4)SMALLER         781       1576      49.554      100.000


                      SIZE-TYPE OF COMMNTY
  STOC         FREQUENCY  CUM FREQ    PERCENT  CUM PERCENT

  1)RURAL           142        142       9.020        9.020
  2)LOWMETRO         69        211       4.386       13.406
  3)HIMETRO         174        385      11.047       24.454
  4)MAINBC           14        399       0.881       25.334
  5)URBFRNGE        192        591      12.171       37.506
  6)MEDCITY         346        937      21.960       59.465
  7)SMPLACE         639       1576      40.535      100.000


                        PARENTS EDUCATION
   PARED       FREQUENCY  CUM FREQ    PERCENT  CUM PERCENT

   1)NOTGHS         120        120       7.598        7.598
   2)GRADHS         483        603      30.675       38.273
   3)POSTHS         867       1470      55.027       93.299
   4)UNKNOWN        106       1576       6.701      100.000
```

```
                      OTHER LANG SPOKEN
OTHLANG        FREQUENCY  CUM FREQ    PERCENT   CUM PERCENT

 1)OFTEN            81        81       5.128        5.128
 2)SOMETMES        454       535      28.804       33.932
 3)NEVER           978      1512      62.052       95.983
 8)NR               63      1576       4.017      100.000


                      HOME ENVIRONMENT
 HOMEENV       FREQUENCY  CUM FREQ    PERCENT   CUM PERCENT

  1)LTCATS3        194       194      12.288       12.288
  2)CATS3          400       594      25.388       37.676
  3)CATS4          980      1574      62.199       99.875
  7)IDK              2      1576       0.125      100.000


                     ENGLISH SPOKEN MOST
   SPKENGL     FREQUENCY  CUM FREQ    PERCENT   CUM PERCENT

   1)YES          1481      1481      93.964       93.964
   2)NO             54      1535       3.430       97.394
   8)NR             41      1576       2.606      100.000


                      HOW MUCH TIME READ
TIMEREAD       FREQUENCY  CUM FREQ    PERCENT   CUM PERCENT

01)NONE            708       708      44.931       44.931
02)LTONEHR         465      1173      29.532       74.463
03)ONEHR           191      1364      12.111       86.573
04)TWOHRS           93      1457       5.918       92.492
05)THREEHRS         48      1505       3.020       95.512
06)FOURHRS          17      1522       1.089       96.600
07)FIVEHRS           4      1527       0.285       96.885
08)GTEQ6HRS         15      1541       0.921       97.806
88)NR               35      1576       2.194      100.000


                      TV WATCHED YESTDY
TVWATCHD       FREQUENCY  CUM FREQ    PERCENT   CUM PERCENT

01)NONE            150       150       9.544        9.544
02)LTONEHR         181       331      11.484       21.028
03)ONEHR           169       500      10.700       31.728
04)TWOHRS          309       809      19.583       51.311
05)THREEHRS        271      1080      17.204       68.514
06)FOURHRS         235      1315      14.934       83.448
07)FIVEHRS          84      1399       5.329       88.777
08)GTEQ6HRS        143      1541       9.044       97.821
88)NR               34      1576       2.179      100.000
```

```
                      HOW OFT READ SPAR TM
READOFTN       FREQUENCY  CUM FREQ    PERCENT  CUM PERCENT

                   29          .          .           .
1) EVERYDAY       549        549     35.462      35.462
2) 1-2 WEEK       520       1069     33.611      69.072
3) LT 1 WK        351       1419     22.661      91.733
4) NEVER          127       1546      8.189      99.922
8) NR               1       1547      0.078     100.000


                      KIND READ SPARETIME
SPARTIME       FREQUENCY  CUM FREQ    PERCENT  CUM PERCENT

                   29          .          .           .
1) NVR READ       171        171     11.040      11.040
2) MSTLYFIC       549        720     35.473      46.513
3) MSTLYNFC       275        994     17.756      64.270
4) READBOTH       543       1537     35.098      99.368
8) NR              10       1547      0.632     100.000

     VALUEX    FREQUENCY  CUM FREQ    PERCENT  CUM PERCENT

          .         1          .          .           .
          0        38         38      2.422       2.422
          1       134        172      8.483      10.905
          2       287        459     18.256      29.162
          3       598       1057     37.960      67.122
          4       518       1575     32.878     100.000
```

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                     NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
                     SASRUN4  - PROCESS AGE 13 1979-80 RED/LIT BOOKLET 05
                     NEW POPULATION -- WHITES IN THE MODAL GRADE (GRADE 8)
      NCOUNTS, MEANS, STANDARD DEVIATIONS, STANDARD ERROR OF THE MEANS FOR VARIABLES
                WITH ALL PSUS (STDERR1) AND WITHOUT ALL ESUS (STDERR2),
                     AND THE NUMBER OF EXERCISES (FOR EACH MEAN)

   OBS            NATIONAL                   N      MEAN        STD      STDERR1    STDERR2    NEX

    1     1)NATION             NATION      1544   79.4806    15.6602    0.86759    1.26229     22

   OBS    SEX                                N      MEAN       STD      STDERR1    STDERR2     NEX

    1     1)MALE               MALE         734   76.3811   17.0593    1.09456    1.48208     22
    2     2)FEMALE             FEMALE       810   82.2174   13.7423    1.05738    1.44819     22

OBS    COMMSIZE                                  N      MEAN       STD      STDERR1    STDERR2     NEX

 1     1)BIG CITY      BIG CITY                127   79.6029   17.1316    2.51119    2.45060     22
 2     2)FRINGE        FRINGES OF BIG CITY     323   81.4766   14.7817    1.53280    1.83692     22
 3     3)MED CITY      MEDIUM CITY             282   80.1916   15.0117    1.63475    1.91026     22
 4     4)SMALLER       SMALLER PLACES          812   78.2364   16.0343    1.05648    1.44736     22

 OBS    STOC                                     N      MEAN       STD      STDERR1    STDERR2     NEX

  1     1)RURAL        EXTREME RURAL           169   76.6760   17.1256    2.13205    2.23349     22
  2     2)LOWMETRO     LOW METROPOLITAN         69   79.2545   15.8537    3.69076    3.02167     22
  3     3)HIMETRO      HIGH METROPOLITAN       168   85.7160   13.3085    2.13907    2.23771     22
  4     4)MAINBC       MAIN BIG CITY            24   71.1246   18.7750     .          .          22
  5     5)URBFRNGE     URBAN FRINGE            189   78.2904   15.3539    2.00573    2.15608     22
  6     6)MEDCITY      MEDIUM CITY             282   80.1916   15.0117    1.63475    1.91026     22
  7     7)SMPLACE      SMALL PLACES            643   78.5837   15.7602    1.14878    1.53024     22

OBS    HOMEWORK                                  N      MEAN       STD      STDERR1    STDERR2     NEX

 1     1)NONE          NO HOMEWORK ASSIGNED    530   78.2363   14.4604    1.2378     1.60634     22
 2     2)NOTDONE       DID NOT DO HOMEWORK      84   73.9429   17.5651    3.2431     2.81997     22
 3     3)LTONEHR       LESS THAN ONE HOUR      485   80.7772   15.5878    1.2830     1.64372     22
 4     4)BETW12HR      BETWEEN 1 & 2 HOURS     337   80.0908   15.8013    1.5030     1.81495     22
 5     5)GTTWOHRS      MORE THAN TWO HOURS      94   83.0891   17.1909    3.0185     2.71246     22
 6     8)NR            NO RESPONSE              14   78.9085   17.5600     .          .          22
```

```
OBS   OTHLANG                                     N     MEAN       STD      STDERR1    STDERR2   NEX

 1    1)OFTEN       OFTEN SPEAK OTH LANG         78    74.6399   17.8849   3.40312    2.89387    22
 2    2)SOMETMES    SOMETIMES SPK OTH LG        437    79.6509   15.9567   1.34034    1.68972    22
 3    3)NEVER       NEVER SPEAK OTH LANG        983    80.0786   14.7069   0.99139    1.38615    22
 4    8)NR          NO RESPONSE                  46    73.7663   21.4686    .          .         22

OBS               HOMEENV                         N     MEAN       STD      STDERR1    STDERR2   NEX

 1    1)LTCATS3     LESS THAN 3 CATEGS          186    72.1066   17.3044   2.0231     2.1669     22
 2    2)CATS3       THREE CATEGORIES            383    77.3089   16.9086   1.4188     1.7513     22
 3    3)CATS4       FOUR CATEGORIES             973    81.9055   14.0193   0.9947     1.3893     22
 4    7)IDK         I DON'T KNOW                  2    38.6919    2.2720    .          .         22

OBS   PARED                                       N     MEAN       STD      STDERR1    STDERR2   NEX

 1    1)NOTGHS      NOT HIGH SCHOOL GRAD        117    72.1558   16.0429   2.63727    2.51842    22
 2    2)GRADHS      GRADUATED HIGH SCHL         497    77.6231   15.4123   1.27026    1.63326    22
 3    3)POSTHS      POST HIGH SCHOOL            822    82.5963   14.5829   1.05205    1.44327    22
 4    4)UNKNOWN     UNKNOWN                     108    70.7024   17.3467   2.76878    2.58713    22

OBS   SPKENGL                                     N     MEAN       STD      STDERR1    STDERR2   NEX

 1    1)YES         ENGLISH SPOKEN MOST        1461    80.0752   15.0305   0.88080    1.27602    22
 2    2)NO          ENG NOT MAIN LANGUAG         55    65.2754   21.0428   4.30876    3.27733    22
 3    8)NR          NO RESPONSE                  28    76.7377   19.9073    .          .         22

OBS   TIMEREAD                                    N     MEAN       STD      STDERR1    STDERR2   NEX

 1    01)NONE       NONE                        682    76.7056   15.9936   1.1240     1.50844    22
 2    02)LTONEHR    LESS THAN ONE HOUR          477    82.2497   14.1572   1.2918     1.65091    22
 3    03)ONEHR      ONE HOUR                    197    83.0588   13.9867   1.9617     2.12841    22
 4    04)TWOHRS     TWO HOURS                    90    80.0786   19.1930   3.1029     2.75337    22
 5    05)THREEHRS   THREE HOURS                  42    82.5842   11.8818    .          .         22
 6    06)FOURHRS    FOUR HOURS                   15    69.0697   14.8838    .          .         22
 7    07)FIVEHRS    FIVE HOURS                    5    87.8581    7.7390    .          .         22
 8    08)GTEQ6HRS   SIX OR MORE HOURS            15    79.0929   17.9710    .          .         22
 9    88)NR         NO RESPONSE                  21    77.6440   17.5620    .          .         22
```

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CBS   TVWATCHD                                       N      MEAN      STD      STDERR1    STDERR2    NEX

 1    01)NONE         NONE                          150   81.8009   15.8262   2.27977    2.32062    22
 2    02)LTONEHR      LESS THAN ONE HOUR            177   81.5334   13.7691   2.07845    2.20099    22
 3    03)ONEHR        ONE HOUR                      162   80.8168   15.0137   2.18284    2.26384    22
 4    04)TWOHRS       TWO HOURS                     308   81.2499   14.7499   1.56732    1.86207    22
 5    05)THREEHRS     THREE HOURS                   271   78.3677   16.6615   1.66669    1.93267    22
 6    06)FOURHRS      FOUR HOURS                    224   78.8253   14.6866   1.83399    2.04601    22
 7    07)FIVEHRS      FIVE HOURS                     90   77.9169   14.6561   3.10288    2.75337    22
 8    08)GTEQ6HRS     SIX OR MORE HOURS             140   73.1630   18.0375   2.37192    2.37328    22
 9    88)NR           NO RESPONSE                    22   79.3615   16.8438    .          .         22

OBS               READOFTN                              N      MEAN      STD       STDERR1   STDERR2    NEX

 1                           .                         14   78.9085   17.5600      .          .        22
 2      1)EVERYDAY      ALMOST EVERY DAY              554   84.7931   12.5203     1.216      1.5883    22
 3      2) 1-2 WEEK     ONCE, TWICE A WEEK            514   79.8524   14.9089     1.253      1.6191    22
 4      3)LT 1 WK       LESS THAN ONCE A WK           341   75.9125   15.7494     1.495      1.8089    22
 5      4)NEVER         NEVER                         120   65.1891   18.2972     2.597      2.4972    22
 6      8)NR            NO RESPONSE                     1   54.5455    .           .          .        22

CBS               SPARTIME                              N      MEAN      STD       STDERR1   STDERR2    NEX

1                            .                         14   78.9085   17.5600      .          .        22
2     1)NVR READ        NEVER READ                    164   66.2854   17.3863    2.1679    2.25498    22
3     2)MSTLYFIC        MOSTLY READ FICTION           535   84.0981   12.5620    1.2332    1.60247    22
4     3)MSTLYNFC        MOSTLY READ NONFICTN          269   74.1120   17.1745    1.6728    1.53689    22
5     4)READBOTH        READ BOTH FICTN,NONF          557   81.7519   13.8727    1.2137    1.58609    22
6     8)NR              NO RESPONSE                     5   77.1613   12.9050     .          .        22

              OBS    VALUEX      N      MEAN       STD       STDERR1    STDERR2    NEX

               1       .         2    38.8969    42.6738      .          .         22
               2       0        37    59.6145    21.4980      .          .         22
               3       1       122    74.3927    16.0316    2.5719     2.4835      22
               4       2       291    77.2702    15.4715    1.6102     1.8929      22
               5       3       580    80.9250    15.0826    1.1947     1.5700      22
               6       4       512    81.5052    14.0071    1.2550     1.6207      22
```

APPENDIX D: SASRUN5

```
//JOB CARD
//BOOK05  EXEC  SAS
//LIBRARY   DD  DSN=U.Y11RDL13.SAS.FORMATS,DISP=SHR
//IN1       DD  DSN=U.Y11RDL13.SAS.SCORED.BOOK05,VOL=SER=NIP626,
//             UNIT=2314,DISP=SHR
//SYSIN     DD *
            *                                                              ;
            ***************************************************************;
            *                                                              ;
            * SASRUN5                                                      ;
            * ANALYSIS OF BOOKLET 05                                       ;
            *                                                              ;
            ***************************************************************;
            *                                                              ;
            TITLE1 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS;
            TITLE2 SASRUN5  - PROCESS AGE 13 1979-80 RED/LIT BOOKLET 05    ;
            DATA BOOK05
              (KEEP=COMMSIZE REGOBE STOC HOMEWORK OTHLANG SEX COLLGRD HOMEENV
               PARED SPKENGL COLLRACE TIMEREAD TVWATCHD
               READOFTN SPARTIME NATIONAL VALUEX
               NEXP NEXS RAW SCORE WEIGHTS WGT HWGT PACKAGE ISVARES);
              SET IN1.BOOK05;
            *--------------------------------------------------------------;
            *DEFINE NEXP - THE NUMBER OF EXERCISES BELONGING TO THE DESIRED MEAN;
            *DEFINE NEXS - THE NUMBER OF EXERCISES ATTEMPTED BY THIS STUDENT   ;
            *               INCLUDES NO RESPONSE AND I DON'T KNOW EXERCISES    ;
            *DEFINE RAW  - THE NUMBER OF EXERCISES CORRECTLY ANSWERED BY THIS  ;
            *               STUDENT                                            ;
            *DEFINE SCORE - THE PERCENTAGE CORRECT OUT OF THE TOTAL NUMBER OF  ;
            *                EXERCISES ATTEMPTED BY THE STUDENT                ;
            MACRO LABELS
              FORMAT CCMMSIZE COMMSIZE. REGOBE REGOBE. STOC STOC.
                HOMEWORK HOMEWORK. OTHLANG OTHLANG. SEX SEX. CCLLGRD COLLGRD.
                HOMEENV HOMEENV. PARED PARED. SPKENGL SPKENGL. COLLRACE COLLRACE.
                TIMEREAD TIMEREAD. TVWATCHD TVWATCHD. READCPTN READOFTN.
                TIMERDX TIMERDX. TVWATCHX TVWATCHX.
                SPARTIME SPARTIME. NATIONAL NATIONAL.;
            %
            MACRO MEANSTD
              PROC SORT DATA=FILE;
                BY VARN;
              PROC UNIVARIATE NOPRINT DATA=FILE;
                BY VARN;
                VAR SCORE;
                WEIGHT WEIGHTS;
                OUTPUT OUT=TEMP N=N MEAN=MEAN STD=STD;
              LABELS
              DATA TEMP (DROP=NEXS); SET TEMP;
                NEXS=NEXMN;
            *   FIFTY IS THE MINIMUM NUMBER OF STUDENTS IN A CATEGORY TO       ;
            *   ACCURATELY ESTIMATE THE STANDARD ERROR OF THE MEAN             ;
                  STDERR1=.;
                  STDERR2=.;
                  IF N>49 THEN
                STDERR1=.3633+(.4985/SQRT(NEXS))+(.1280/NEXS)+
                  (12.3820/SQRT(N))+(119.0076/N);
                STDERR2=.6797+(.1970/SQRT(NEXS))+(.9964/NEXS)+
                  (19.6587/SQRT(N))+(-7.7244/N);
                NEX=NEXS;
              PROC PRINT DATA=TEMP;
            %
```

```
*ADD NEW FORMATS TO LIBRARY
PROC FORMAT DDNAME=LIBRARY;
VALUE TIMERDX
  01='01)NONE              NONE                 '
  02='02)LTONEHR           LESS THAN ONE HOUR   '
  03='03)ONEHR             ONE HOUR             '
  04='04)TWOMORE           TWO OR MORE HOURS    '
  88='88)NR                NO RESPONSE          ';
VALUE TVWATCHX
  01='01)LEONEHR           LESS THAN OR EQ 1 HR'
  02='02)TWO-FOUR          TWO TO FOUR HOURS    '
  03='03)FIVEMORE          FIVE OR MORE HOURS   '
  88='88)NR                NO RESPONSE          ';
* CREATE NEW FILE WITH WHITES IN THE MODAL GRADE                   ;
DATA NEXT; SET BOOK05;
  TIMERDX=TIMEREAD;
  IF TIMEREAD>3 & TIMEREAD<9 THEN TIMERDX=4;
  TVWATCHX=TVWATCHD;
  IF TVWATCHD>=1 & TVWATCHD<=3 THEN TVWATCHX=1;
  IF TVWATCHD>=4 & TVWATCHD<=6 THEN TVWATCHX=2;
  IF TVWATCHD>=7 & TVWATCHD<=8 THEN TVWATCHX=3;
  IF COLLGRD=3 & COLLRACE=1 THEN OUTPUT;
PROC FREQ DATA=NEXT;
*------------------------------------------------------------------;
* PRINT FREQUENCY DISTRIBUTIONS FOR SELECTED VARIABLES             ;
*------------------------------------------------------------------;
  TABLES TIMEREAD TIMERDX TVWATCHD TVWATCHX
    SEX*COMMSIZE SEX*RIGOBE SEX*STOC SEX*HOMEWORK SEX*OTHLANG
    SEX*HOMEENV SEX*PARED SEX*SPKENGL SEX*TIMERDX SEX*TVWATCHX
    SEX*READOFTN SEX*SPARTIME SEX*VALUEX
    READOFTN*COMMSIZE READOFTN*RIGOBE READOFTN*STOC READOFTN*HOMEWORK
    READOFTN*OTHLANG READOFTN*HOMEENV READOFTN*PARED READOFTN*SPKENGL
    READOFTN*TIMERDX READOFTN*TVWATCHX READOFTN*SPARTIME READOFTN*VALUEX
    TIMERDX*HOMEWORK TIMERDX*TVWATCHX TVWATCHX*HOMEWORK/NOPERCENT;
  WEIGHT WGT;
  LABELS
TITLE3 NEW POPULATION -- WHITES IN THE MODAL GRADE (GRADE 8);
TITLE4 WEIGHTED FREQUENCIES DISTRIBUTIONS USING WEIGHT WGT         ;
*DEFINE NEXP - THE NUMBER OF EXERCISES BELONGING TO THE DESIRED MEAN;
MACRO NEXMN
  22
%
```

```
94          MACRO VARN NATIONAL % MEANSTD
95          TITLE4 NCOUNTS, MEANS, STANDARD DEVIATIONS, STANDARD ERROR OF THE MEANS FOR VARI
96          ABLES;
97          TITLE5 WITH ALL PSUS (STDERR1) AND WITHOUT ALL PSUS (STDERR2),;
98          TITLE6 AND THE NUMBER OF EXERCISES (FOR EACH MEAN);
99          MACRO VARN SEX NATIONAL % MEANSTD
100         MACRO VARN SEX COMMSIZE % MEANSTD
101         MACRO VARN SEX REGCRE % MEANSTD
102         MACRO VARN SEX STOC % MEANSTD
103         MACRO VARN SEX HOMEWORK % MEANSTD
104         MACRO VARN SEX OTHLANG % MEANSTD
105         MACRO VARN SEX HOMEENV % MEANSTD
106         MACRO VARN SEX PARED % MEANSTD
107         MACRO VARN SEX SPKENGL % MEANSTD
108         MACRO VARN SEX TIMERDX % MEANSTD
109         MACRO VARN SEX TVWATCHX % MEANSTD
110         MACRO VARN SEX READOFTN % MEANSTD
111         MACRO VARN SEX SPARTIME % MEANSTD
112         MACRO VARN SEX VALUEX % MEANSTD
113         MACRO VARN READOFTN NATIONAL % MEANSTD
114         MACRO VARN READOFTN COMMSIZE % MEANSTD
115         MACRO VARN READOFTN REGCRE % MEANSTD
116         MACRO VARN READOFTN STOC % MEANSTD
117         MACRO VARN READOFTN HOMEWORK % MEANSTD
118         MACRO VARN READOFTN OTHLANG % MEANSTD
119         MACRO VARN READOFTN HOMEENV % MEANSTD
120         MACRO VARN READOFTN PARED % MEANSTD
121         MACRO VARN READOFTN SPKENGL % MEANSTD
122         MACRO VARN READOFTN TIMERDX % MEANSTD
123         MACRO VARN READOFTN TVWATCHX % MEANSTD
124         MACRO VARN READOFTN SPARTIME % MEANSTD
125         MACRO VARN READOFTN VALUEX % MEANSTD
126         MACRO VARN TIMERDX HOMEWORK % MEANSTD
127         MACRO VARN TIMERDX TVWATCHX % MEANSTD
128         MACRO VARN TVWATCHX HOMEWORK % MEANSTD
NOTE: SAS USED 320K MEMORY.

NOTE: SAS INSTITUTE INC.
      SAS CIRCLE
      BOX 8000
      CARY, N.C. 27511
```

```
              NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
           SASRUN5  - PROCESS AGE 13 1979-80 RED/LIT BOOKLET 05
          NEW POPULATION -- WHITES IN THE MODAL GRADE (GRADE 8)
           WEIGHTED FREQUENCIES DISTRIBUTIONS USING WEIGHT WGT


                             HOW MUCH TIME READ
TIMEREAD          FREQUENCY  CUM FREQ    PERCENT   CUM PERCENT

01) NONE               708       708     44.931        44.931
02) LTONEHR            465      1173     29.532        74.463
03) ONEHR              191      1364     12.111        86.573
04) TWOHRS              93      1457      5.918        92.492
05) THREEHRS            48      1505      3.020        95.512
06) FOURHRS             17      1522      1.089        96.600
07) FIVEHRS              4      1527      0.285        96.885
08) GTEQ6HRS            15      1541      0.921        97.806
88) NR                  35      1576      2.194       100.000

 TIMERDX          FREQUENCY  CUM FREQ    PERCENT   CUM PERCENT

 01) NONE              708       708     44.931        44.931
 02) LTONEHR           465      1173     29.532        74.463
 03) ONEHR             191      1364     12.111        86.573
 04) TWOMORE           177      1541     11.233        97.806
 88) NR                 35      1576      2.194       100.000


                             TV WATCHED YESTDY
TVWATCHD          FREQUENCY  CUM FREQ    PERCENT   CUM PERCENT

01) NONE               150       150      9.544         9.544
02) LTONEHR            181       331     11.484        21.028
03) ONEHR              169       500     10.700        31.728
04) TWOHRS             309       809     19.583        51.311
05) THREEHRS           271      1080     17.204        68.514
06) FOURHRS            235      1315     14.934        83.448
07) FIVEHRS             84      1399      5.329        88.777
08) GTEQ6HRS           143      1541      9.044        97.821
88) NR                  34      1576      2.179       100.000

TVWATCHX          FREQUENCY  CUM FREQ    PERCENT   CUM PERCENT

01) LEONEHR            500       500     31.728        31.728
02) TWO-FOUR           815      1315     51.719        83.447
03) FIVEMORE           226      1541     14.373        97.821
88) NR                  34      1576      2.179       100.000
```

```
                          TABLE OF SEX BY HOMEWORK

SEX        SEX   HOMEWORK  TIME SPENT-HOMEWORK

FREQUENCY|
 ROW PCT |
 COL PCT |1) NONE  |2) NOTDON|3) LTONEH|4) BETW12|5) GTTWOH|8) NR    |
         |         |E        |R        |HR       |RS       |         |  TOTAL
---------+---------+---------+---------+---------+---------+---------+
1) MALE  |    286  |     49  |    230  |    139  |     28  |      8  |    739
         |  38.65  |   6.62  |  31.08  |  18.84  |   3.73  |   1.08  |
         |  54.00  |  52.56  |  48.40  |  39.66  |  27.58  |  27.97  |
---------+---------+---------+---------+---------+---------+---------+
2) FEMALE|    243  |     44  |    245  |    212  |     72  |     21  |    837
         |  29.06  |   5.28  |  29.25  |  25.31  |   8.64  |   2.46  |
         |  46.00  |  47.44  |  51.60  |  60.34  |  72.42  |  72.03  |
---------+---------+---------+---------+---------+---------+---------+
TOTAL         529        93       474       351       100        29     1576
```

```
                          TABLE OF SEX BY TIMERDX

      SEX        SEX   TIMERDX

      FREQUENCY|
       ROW PCT |
       COL PCT |01) NONE |02) LTONE|03) ONEHR|04) TWOMO|88) NR   |
               |         |HR       |         |RE       |         |  TOTAL
      ---------+---------+---------+---------+---------+---------+
      1) MALE  |    342  |    228  |     72  |     86  |     11  |    739
               |  46.29  |  30.88  |   9.75  |  11.66  |   1.42  |
               |  48.31  |  49.03  |  37.77  |  48.67  |  30.38  |
      ---------+---------+---------+---------+---------+---------+
      2) FEMALE|    366  |    237  |    119  |     91  |     24  |    837
               |  43.73  |  28.34  |  14.19  |  10.86  |   2.88  |
               |  51.69  |  50.97  |  62.23  |  51.33  |  69.62  |
      ---------+---------+---------+---------+---------+---------+
      TOTAL         708       465       191       177        35     1576
```

```
                          TABLE OF SEX BY TVWATCHX

        SEX        SEX   TVWATCHX

        FREQUENCY|
         ROW PCT |
         COL PCT |01) LEONE|02) TWO-F|03) FIVEM|88) NR   |
                 |HR       |OUR      |ORE      |         |  TOTAL
        ---------+---------+---------+---------+---------+
        1) MALE  |    195  |    413  |    121  |     10  |    739
                 |  26.40  |  55.83  |  16.35  |   1.41  |
                 |  39.02  |  50.62  |  53.35  |  30.44  |
        ---------+---------+---------+---------+---------+
        2) FEMALE|    305  |    402  |    106  |     24  |    837
                 |  36.43  |  48.09  |  12.62  |   2.85  |
                 |  60.98  |  49.38  |  46.65  |  69.56  |
        ---------+---------+---------+---------+---------+
        TOTAL         500       815       226        34     1576
```

```
                         TABLE OF SEX BY READOFTN

SEX       SEX   READOFTN  HOW OFT READ SPAR TM

FREQUENCY|
 ROW PCT |
 COL PCT |         |1) EVERYD|2) 1-2 WE|3) LT 1 W|4) NEVER |8) NR    |
         |         |AY       |EK       |K        |         |         |  TOTAL
---------+---------+---------+---------+---------+---------+---------+
1) MALE  |       8 |     208 |     250 |     184 |      88 |       0 |    731
         |       . |   28.48 |   34.26 |   25.17 |   12.09 |    0.00 |
         |       . |   37.94 |   48.15 |   52.48 |   69.76 |    0.00 |
---------+---------+---------+---------+---------+---------+---------+
2) FEMALE|      21 |     341 |     270 |     167 |      38 |       1 |    816
         |       . |   41.72 |   33.03 |   20.41 |    4.69 |    0.15 |
         |       . |   62.06 |   51.85 |   47.52 |   30.24 |  100.00 |
---------+---------+---------+---------+---------+---------+---------+
TOTAL            .       549       520       351       127         1     1547

                         TABLE OF SEX BY SPARTIME

SEX       SEX   SPARTIME  KIND READ SPARETIME

FREQUENCY|
 ROW PCT |
 COL PCT |         |1) NVR RE|2) MSTLYF|3) MSTLYN|4) READBO|8) NR    |
         |         |AD       |IC       |FC       |TH       |         |  TOTAL
---------+---------+---------+---------+---------+---------+---------+
1) MALE  |       8 |     112 |     174 |     194 |     250 |       1 |    731
         |       . |   15.32 |   23.75 |   26.57 |   34.19 |    0.16 |
         |       . |   65.56 |   31.63 |   70.70 |   46.02 |   12.29 |
---------+---------+---------+---------+---------+---------+---------+
2) FEMALE|      21 |      59 |     375 |      80 |     293 |       9 |    816
         |       . |    7.21 |   45.97 |    9.86 |   35.91 |    1.05 |
         |       . |   34.44 |   68.37 |   29.30 |   53.98 |   87.71 |
---------+---------+---------+---------+---------+---------+---------+
TOTAL            .       171       549       275       543        10     1547

                         TABLE OF SEX BY VALUEX

SEX       SEX   VALUEX

FREQUENCY|
 ROW PCT |
 COL PCT |       . |       0 |       1 |       2 |       3 |       4 |  TOTAL
---------+---------+---------+---------+---------+---------+---------+
1) MALE  |       1 |      23 |      70 |     129 |     289 |     227 |    738
         |       . |    3.10 |    9.48 |   17.45 |   39.16 |   30.80 |
         |       . |   60.01 |   52.38 |   44.78 |   48.34 |   43.90 |
---------+---------+---------+---------+---------+---------+---------+
2) FEMALE|       0 |      15 |      64 |     159 |     309 |     290 |    837
         |       . |    1.82 |    7.60 |   18.97 |   36.90 |   34.71 |
         |       . |   39.99 |   47.62 |   55.22 |   51.66 |   56.10 |
---------+---------+---------+---------+---------+---------+---------+
TOTAL            .        38       134       287       598       518     1575
```

```
                         TABLE OF READOFTN BY HOMEWORK

READOFTN  HOW OFT READ SPAR TE   HOMEWORK  TIME SPENT-HOMEWORK

FREQUENCY  |
 ROW PCT   |
 COL PCT   |1)NONE  |2)NOTDON|3)LTONEH|4) BETW 12|5) GTTWOH|8)NR    |
           |        |E       |R       |HR      |RS      |        |  TOTAL
-----------+--------+--------+--------+--------+--------+--------+
           |      0 |      0 |      0 |      0 |      0 |     29 |      .
           |      . |      . |      . |      . |      . |      . |
           |      . |      . |      . |      . |      . |      . |
-----------+--------+--------+--------+--------+--------+--------+
1) EVERYDAY|    183 |     22 |    167 |    132 |     44 |      0 |    549
           |  33.33 |   3.94 |  30.50 |  24.13 |   8.10 |      . |
           |  34.58 |  23.24 |  35.27 |  37.71 |  44.51 |      . |
-----------+--------+--------+--------+--------+--------+--------+
2)1-2 WEEK |    173 |     37 |    162 |    120 |     28 |      0 |    520
           |  33.31 |   7.09 |  31.16 |  23.11 |   5.34 |      . |
           |  32.76 |  39.62 |  34.15 |  34.23 |  27.80 |      . |
-----------+--------+--------+--------+--------+--------+--------+
3)LT 1 WK  |    122 |     20 |    112 |     76 |     21 |      0 |    351
           |  34.82 |   5.70 |  31.82 |  21.65 |   6.01 |      . |
           |  23.09 |  21.48 |  23.51 |  21.62 |  21.09 |      . |
-----------+--------+--------+--------+--------+--------+--------+
4) NEVER   |     51 |     13 |     33 |     23 |      7 |      0 |    127
           |  39.96 |  10.56 |  26.43 |  17.85 |   5.20 |      . |
           |   9.57 |  14.37 |   7.06 |   6.44 |   6.60 |      . |
-----------+--------+--------+--------+--------+--------+--------+
8) NR      |      0 |      1 |      0 |      0 |      0 |      0 |      1
           |   0.00 | 100.00 |   0.00 |   0.00 |   0.00 |      . |
           |   0.00 |   1.29 |   0.00 |   0.00 |   0.00 |      . |
-----------+--------+--------+--------+--------+--------+--------+
TOTAL           529       93      474      351      100        .     1547
```

```
                    TABLE OF READOFTN BY TIMERDX

READOFTN  HOW OFT READ SEAR TM    TIMERDX

FREQUENCY   |
 ROW  PCT   |
 COL  PCT   |01)NONE  |02)LTONE|03)ONEHR|04)TWOMO|88)NR    |
            |         |HR      |        |RE      |         |  TOTAL
------------+---------+--------+--------+--------+---------+
            |       0 |      0 |      0 |      0 |      29 |      .
            |       . |      . |      . |      . |       . |
            |       . |      . |      . |      . |       . |
------------+---------+--------+--------+--------+---------+
1)EVERYDAY  |      76 |    219 |    135 |    117 |       1 |    549
            |   13.90 |  39.98 |  24.52 |  21.37 |    0.22 |
            |   10.77 |  47.14 |  70.50 |  66.24 |   20.55 |
------------+---------+--------+--------+--------+---------+
2)1-2 WEEK  |     245 |    183 |     46 |     45 |       1 |    520
            |   47.05 |  35.22 |   8.91 |   8.64 |    0.18 |
            |   34.56 |  39.36 |  24.28 |  25.40 |   15.24 |
------------+---------+--------+--------+--------+---------+
3)LT 1 WK   |     267 |     58 |      9 |     14 |       3 |    351
            |   76.26 |  16.40 |   2.56 |   3.95 |    0.84 |
            |   37.76 |  12.36 |   4.70 |   7.82 |   48.95 |
------------+---------+--------+--------+--------+---------+
4)NEVER     |     118 |      5 |      1 |      1 |       1 |    127
            |   93.53 |   4.20 |   0.79 |   0.76 |    0.72 |
            |   16.74 |   1.14 |   0.53 |   0.54 |   15.26 |
------------+---------+--------+--------+--------+---------+
8)NR        |       1 |      0 |      0 |      0 |       0 |      1
            |  100.00 |   0.00 |   0.00 |   0.00 |    0.00 |
            |    0.17 |   0.00 |   0.00 |   0.00 |    0.00 |
------------+---------+--------+--------+--------+---------+
TOTAL            708      465      191      177         6     1547
```

```
              TABLE OF READOFTN BY TVWATCHX

READOFTN  HOW OFT READ SPAR TM    TVWATCHX

FREQUENCY   |
 ROW PCT    |
 COL PCT    |01)LEONE|02) TWO-F|03)FIVEM|88)NR    |
            |HR      |OUR      |ORE     |         |  TOTAL
------------+--------+---------+--------+---------+
            |      0 |       0 |      0 |      29 |      .
            |      . |       . |      . |       . |
            |      . |       . |      . |       . |
------------+--------+---------+--------+---------+
1)EVERYDAY  |    207 |     282 |     59 |       1 |    549
            |  37.79 |   51.35 |  10.68 |    0.17 |
            |  41.47 |   34.57 |  25.88 |   16.64 |
------------+--------+---------+--------+---------+
2)1-2 WEEK  |    150 |     288 |     78 |       4 |    520
            |  28.84 |   55.44 |  14.92 |    0.80 |
            |  29.99 |   35.38 |  34.25 |   72.39 |
------------+--------+---------+--------+---------+
3)LT 1 WK   |    114 |     176 |     60 |       1 |    351
            |  32.51 |   50.13 |  17.18 |    0.18 |
            |  22.80 |   21.57 |  26.59 |   10.97 |
------------+--------+---------+--------+---------+
4)NEVER     |     27 |      69 |     30 |       0 |    127
            |  21.68 |   54.58 |  23.74 |    0.00 |
            |   5.50 |    8.48 |  13.28 |    0.00 |
------------+--------+---------+--------+---------+
8)NR        |      1 |       0 |      0 |       0 |      1
            | 100.00 |    0.00 |   0.00 |    0.00 |
            |   0.24 |    0.00 |   0.00 |    0.00 |
------------+--------+---------+--------+---------+
TOTAL          500       815      226         6     1547
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                          TABLE OF READOFTN BY SPARTIME

READOFTN. HOW OFT READ SPAR TM   SPARTIME  KIND READ SPARETIME

FREQUENCY   |
ROW PCT     |
COL PCT     |         |1)NVR RE|2)MSTLYF|3) MSTLYN|4) READBO|8)NR    |
            |         |AD      |IC      |FC       |TH       |        |  TOTAL
------------+---------+--------+--------+---------+---------+--------+
            |    29   |      0 |      0 |       0 |       0 |      0 |     .
            |     .   |      . |      . |       . |       . |      . |
            |     .   |      . |      . |       . |       . |      . |
------------+---------+--------+--------+---------+---------+--------+
1) EVERYDAY |     0   |      3 |    245 |      62 |     238 |      1 |    549
            |     .   |   0.46 |  44.73 |   11.35 |   43.34 |   0.11 |
            |     .   |   1.47 |  44.72 |   22.67 |   43.79 |   6.31 |
------------+---------+--------+--------+---------+---------+--------+
2) 1-2 WEEK |     0   |     15 |    185 |     119 |     193 |      8 |    520
            |     .   |   2.81 |  35.61 |   22.85 |   37.20 |   1.53 |
            |     .   |   8.55 |  33.74 |   43.26 |   35.62 |  81.38 |
------------+---------+--------+--------+---------+---------+--------+
3) LT 1 WK  |     0   |     43 |    112 |      90 |     105 |      0 |    351
            |     .   |  12.38 |  32.05 |   25.76 |   29.81 |   0.00 |
            |     .   |  25.42 |  20.47 |   32.87 |   19.24 |   0.00 |
------------+---------+--------+--------+---------+---------+--------+
4) NEVER    |     0   |    110 |      6 |       3 |       7 |      0 |    127
            |     .   |  87.03 |   4.64 |    2.58 |    5.75 |   0.00 |
            |     .   |  64.56 |   1.07 |    1.19 |    1.34 |   0.00 |
------------+---------+--------+--------+---------+---------+--------+
8) NR       |     0   |      0 |      0 |       0 |       0 |      1 |      1
            |     .   |   0.00 |   0.00 |    0.00 |    0.00 | 100.00 |
            |     .   |   0.00 |   0.00 |    0.00 |    0.00 |  12.32 |
------------+---------+--------+--------+---------+---------+--------+
TOTAL             .       171      549       275       543       10     1547
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                         TABLE OF READOFTN BY VALUEX

READOFTN  HOW OFT READ SPAR TM   VALUEX

FREQUENCY |
 ROW PCT  |
 COL PCT  |       .|       0|       1|       2|       3|       4|  TOTAL
----------+--------+--------+--------+--------+--------+--------+
          |       1|       2|       2|       5|      16|       2|      .
          |       .|       .|       .|       .|       .|       .|
          |       .|       .|       .|       .|       .|       .|
----------+--------+--------+--------+--------+--------+--------+
1) EVERYDAY|      0|       3|      28|      72|     199|     247|    549
          |       .|    0.57|    5.06|   13.07|   36.33|   44.97|
          |       .|    8.67|   21.13|   25.35|   34.27|   47.87|
----------+--------+--------+--------+--------+--------+--------+
2) 1-2 WEEK|      0|       3|      44|      89|     215|     169|    520
          |       .|    0.53|    8.48|   17.05|   41.41|   32.53|
          |       .|    7.71|   33.58|   31.34|   37.02|   32.82|
----------+--------+--------+--------+--------+--------+--------+
3) LT 1 WK|       0|      12|      30|      89|     139|      81|    351
          |       .|    3.41|    8.47|   25.29|   39.76|   23.07|
          |       .|   33.30|   22.62|   31.34|   23.96|   15.70|
----------+--------+--------+--------+--------+--------+--------+
4) NEVER  |       0|      18|      30|      33|      28|      19|    127
          |       .|   14.24|   23.50|   25.76|   21.80|   14.70|
          |       .|   50.33|   22.68|   11.54|    4.75|    3.61|
----------+--------+--------+--------+--------+--------+--------+
8) NR     |       0|       0|       0|       1|       0|       0|      1
          |       .|    0.00|    0.00|  100.00|    0.00|    0.00|
          |       .|    0.00|    0.00|    0.43|    0.00|    0.00|
----------+--------+--------+--------+--------+--------+--------+
TOTAL             .       36      131      283      582      515    1547
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                          NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
                        SASRUN5  - PROCESS AGE 13 1979-80 RED/LIT BOOKLET 05
                       NEW POPULATION -- WHITES IN THE MODAL GRADE (GRADE 8)
                 NCOUNTS, MEANS, STANDARD DEVIATIONS, STANDARD ERROR OF THE MEANS FOR VARIABLES
                          WITH ALL PSUS (STDERR1) AND WITHOUT ALL PSUS (STDERR2),
                                AND THE NUMBER OF EXERCISES (FOR EACH MEAN)

              OBS              NATIONAL                N       MEAN        STD      STDERR1    STDERR2    NEX

               1     1)NATION             NATION     1544    79.4806    15.6602    0.86759    1.26229    22

     OBS    SEX                           NATIONAL                 N      MEAN        STD       STDERR1    STDERR2     NEX

      1     1)MALE          MALE    1)NATION             NATION   734   76.3811    17.0593    1.09456    1.48208     22
      2     2)FEMALE        FEMALE  1)NATION             NATION   810   82.2174    13.7423    1.05738    1.44819     22

  OBS    SEX                      HOMEWORK                                     N      MEAN       STD      STDERR1    STDERR2    NEX

    1    1)MALE          MALE      1)NONE        NO HOMEWORK ASSIGNED    277   77.1624   14.6981    1.6490    1.92028    22
    2    1)MALE          MALE      2)NOTDONE     DID NOT DO HOMEWORK      46   70.2311   20.2979      .          .        22
    3    1)MALE          MALE      3)LTONEHR     LESS THAN ONE HOUR      240   76.9032   17.2407    1.7705    2.00377    22
    4    1)MALE          MALE      4)BETW12HR    BETWEEN 1 & 2 HOURS     141   77.1228   18.0592    2.3622    2.36777    22
    5    1)MALE          MALE      5)GTTWOHRS    MORE THAN TWO HOURS      25   75.5167   21.4936      .          .        22
    6    1)MALE          MALE      8)NR          NO RESPONSE               5   61.1505   18.5713      .          .        22
    7    2)FEMALE        FEMALE    1)NONE        NO HOMEWORK ASSIGNED    253   79.4971   14.0719    1.7242    1.97239    22
    8    2)FEMALE        FEMALE    2)NOTDONE     DID NOT DO HOMEWORK      38   78.0552   12.7169      .          .        22
    9    2)FEMALE        FEMALE    3)LTONEHR     LESS THAN ONE HOUR      245   84.4117   12.8369    1.7522    1.99141    22
   10    2)FEMALE        FEMALE    4)BETW12HR    BETWEEN 1 & 2 HOURS     196   82.0418   13.7776    1.9670    2.13177    22
   11    2)FEMALE        FEMALE    5)GTTWOHRS    MORE THAN TWO HOURS      69   85.9735   14.2115    3.6908    3.02167    22
   12    2)FEMALE        FEMALE    8)NR          NO RESPONSE               9   85.8025   11.1454      .          .        22

  OBS    SEX                       TIMERDX                                    N      MEAN       STD      STDERR1    STDERR2    NEX

    1     1)MALE          MALE     01)NONE       NONE                     335   73.6583   17.3058    1.5071    1.81800    22
    2     1)MALE          MALE     02)LTONEHR    LESS THAN ONE HOUR       240   79.5610   15.0866    1.7705    2.00377    22
    3     1)MALE          MALE     03)ONEHR      ONE HOUR                  72   82.6462   13.0914    3.5875    2.97651    22
    4     1)MALE          MALE     04)TWOMORE    TWO OR MORE HOURS         79   75.5475   20.0074    3.3749    2.88099    22
    5     1)MALE          MALE     88)NR         NO RESPONSE                8   59.8073   17.5124      .          .        22
    6     2)FEMALE        FEMALE   01)NONE       NONE                     347   79.5532   14.0775    1.4831    1.80007    22
    7     2)FEMALE        FEMALE   02)LTONEHR    LESS THAN ONE HOUR       237   84.8362   12.6744    1.7818    2.01137    22
    8     2)FEMALE        FEMALE   03)ONEHR      ONE HOUR                 125   83.3092   14.4974    2.5349    2.46352    22
    9     2)FEMALE        FEMALE   04)TWOMORE    TWO OR MORE HOURS         88   83.8356   12.8302    3.1477    2.77484    22
   10     2)FEMALE        FEMALE   88)NR         NO RESPONSE               13   85.4287   10.4752      .          .        22

  OBS    SEX                      TVWATCHX                                     N      MEAN       STD      STDERR1    STDERR2    NEX

    1    1)MALE          MALE      01)LEONEHR    LESS THAN OR EQ 1 HR    192   78.2941   15.0007    1.5888    2.14550    22
    2    1)MALE          MALE      02)TWO-FOUR   TWO TO FOUR HOURS       412   76.8785   17.2148    1.3743    1.71676    22
    3    1)MALE          MALE      03)FIVEMORE   FIVE OR MORE HOURS      121   72.6912   18.5359    2.5846    2.49031    22
    4    1)MALE          MALE      88)NR         NO RESPONSE               9   63.6985   17.5602      .          .        22
    5    2)FEMALE        FEMALE    01)LEONEHR    LESS THAN OR EQ 1 HR    297   83.3415   14.3907    1.5946    1.88170    22
    6    2)FEMALE        FEMALE    02)TWO-FOUR   TWO TO FOUR HOURS       391   82.3718   12.8193    1.4060    1.74142    22
    7    2)FEMALE        FEMALE    03)FIVEMORE   FIVE OR MORE HOURS      109   77.4810   14.6868    2.7532    2.57909    22
    8    2)FEMALE        FEMALE    88)NR         NO RESPONSE              13   86.2150   10.8911      .          .        22
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OBS  SEX                                 READOFTN                         N    MEAN      STD       STDERR1   STDERR2   NEX

  1   1) MALE       MALE                                .                  5   61.1505   18.5713      .         .        22
  2   1) MALE       MALE    1) EVERYDAY       ALMOST EVERY DAY           216   84.6579   12.1369    1.869     2.0688     22
  3   1) MALE       MALE    2) 1-2 WEEK       ONCE, TWICE A WEEK         251   76.7795   16.0380    1.731     1.9771     22
  4   1) MALE       MALE    3) LT 1 WK        LESS THAN ONCE A WK        174   73.5943   16.7938    2.098     2.2129     22
  5   1) MALE       MALE    4) NEVER          NEVER                       88   62.9392   18.9590    3.148     2.7748     22
  6   2) FEMALE     FEMALE                              .                  9   85.8025   11.1454      .         .        22
  7   2) FEMALE     FEMALE  1) EVERYDAY       ALMOST EVERY DAY           338   84.8757   12.7483    1.501     1.8134     22
  8   2) FEMALE     FEMALE  2) 1-2 WEEK       ONCE, TWICE A WEEK         263   82.7056   13.1500    1.691     1.9498     22
  9   2) FEMALE     FEMALE  3) LT 1 WK        LESS THAN ONCE A WK        167   78.4731   14.0715    2.146     2.2420     22
 10   2) FEMALE     FEMALE  4) NEVER          NEVER                       32   70.3795   15.4691      .         .        22
 11   2) FEMALE     FEMALE  8) NR             NO RESPONSE                  1   54.5455      .          .         .        22

OBS  SEX                                 SPARTIME                         N    MEAN      STD       STDERR1   STDERR2   NEX

  1   1) MALE       MALE                                .                  5   61.1505   18.5713      .         .        22
  2   1) MALE       MALE    1) NVR READ       NEVER READ                 108   63.8208   17.9615    2.769     2.5871     22
  3   1) MALE       MALE    2) MSTLYFIC       MOSTLY READ FICTION        163   82.2614   13.2972    2.175     2.2594     22
  4   1) MALE       MALE    3) MSTLYNFC       MOSTLY READ NONFICTN       196   73.1235   17.2585    1.967     2.1318     22
  5   1) MALE       MALE    4) READBOTH       READ BOTH FICTN,NONF       261   80.8946   14.8100    1.698     1.9542     22
  6   1) MALE       MALE    8) NR             NO RESPONSE                  1   86.3636      .          .         .        22
  7   2) FEMALE     FEMALE                              .                  9   85.8025   11.1454      .         .        22
  8   2) FEMALE     FEMALE  1) NVR READ       NEVER READ                  56   70.9762   15.1665    4.255     3.2561     22
  9   2) FEMALE     FEMALE  2) MSTLYFIC       MOSTLY READ FICTION        372   84.9477   12.1132    1.437     1.7655     22
 10   2) FEMALE     FEMALE  3) MSTLYNFC       MOSTLY READ NONFICTN        73   76.4974   16.7313    3.555     2.9621     22
 11   2) FEMALE     FEMALE  4) READBOTH       READ BOTH FICTN,NONF       296   82.4828   12.9756    1.597     1.8835     22
 12   2) FEMALE     FEMALE  8) NR             NO RESPONSE                  4   75.8714   13.2797      .         .        22

            OBS   SEX                     VALUEX      N      MEAN       STD       STDERR1    STDERR2    NEX

              1   1) MALE        MALE       .         2    38.8969    42.6738       .          .        22
              2   1) MALE        MALE       0        22    54.6265    21.4048       .          .        22
              3   1) MALE        MALE       1        61    72.9585    17.6840     4.0117     3.1574     22
              4   1) MALE        MALE       2       138    72.5885    15.9933       .          .        22
              5   1) MALE        MALE       3       296    77.7548    17.1924     1.5971     1.8835     22
              6   1) MALE        MALE       4       215    80.2135    13.8044       .          .        22
              7   2) FEMALE      FEMALE     0        15    67.0953    19.3599       .          .        22
              8   2) FEMALE      FEMALE     1        61    75.9705    13.8192     4.0117     3.1574     22
              9   2) FEMALE      FEMALE     2       153    81.0661    13.9240     2.2543     2.3058     22
             10   2) FEMALE      FEMALE     3       284    83.8912    12.0652     1.6292     1.9063     22
             11   2) FEMALE      FEMALE     4       297    83.2289    14.0221     1.5946     1.8817     22
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OBS            READOFTN                             HOMEWORK                                           N    MEAN      STD       STDERR1   STDERR2   NEX

  1                                 .               8)NR          NO RESPONSE                  14   78.9085   17.5600      .         .        22
  2   1)EVERYDAY     ALMOST EVERY DAY     1)NONE        NO HOMEWORK ASSIGNED        189   82.9141   12.7443    2.006     2.1561     22
  3   1)EVERYDAY     ALMOST EVERY DAY     2)NOTDONE     DID NOT DO HOMEWORK          25   84.5021    9.4538      .         .        22
  4   1)EVERYDAY     ALMOST EVERY DAY     3)LTONEHR     LESS THAN ONE HOUR          166   86.7385   11.0328    2.153     2.2463     22
  5   1)EVERYDAY     ALMOST EVERY DAY     4)BETW12HR    BETWEEN 1 & 2 HOURS         130   84.6561   13.2664    2.477     2.4318     22
  6   1)EVERYDAY     ALMOST EVERY DAY     5)GTTWOHRS    MORE THAN TWO HOURS          44   85.7489   14.5282      .         .        22
  7   2)1-2 WEEK     ONCE, TWICE A WEEK   1)NONE        NO HOMEWORK ASSIGNED        176   78.1410   13.8607    2.085     2.2049     22
  8   2)1-2 WEEK     ONCE, TWICE A WEEK   2)NOTDONE     DID NOT DO HOMEWORK          24   76.0125   14.8086      .         .        22
  9   2)1-2 WEEK     ONCE, TWICE A WEEK   3)LTONEHR     LESS THAN ONE HOUR          167   82.2484   14.5531    2.146     2.2420     22
 10   2)1-2 WEEK     ONCE, TWICE A WEEK   4)BETW12HR    BETWEEN 1 & 2 HOURS         120   79.6013   15.6599    2.597     2.4972     22
 11   2)1-2 WEEK     ONCE, TWICE A WEEK   5)GTTWOHRS    MORE THAN TWO HOURS          27   82.7313   17.2129      .         .        22
 12   3)LT 1 WK      LESS THAN ONCE A WK  1)NONE        NO HOMEWORK ASSIGNED        119   74.9238   14.2802    2.611     2.5042     22
 13   3)LT 1 WK      LESS THAN ONCE A WK  2)NOTDONE     DID NOT DO HOMEWORK          19   70.9059   18.3222      .         .        22
 14   3)LT 1 WK      LESS THAN ONCE A WK  3)LTONEHR     LESS THAN ONE HOUR          118   75.0629   16.4064    2.624     2.5113     22
 15   3)LT 1 WK      LESS THAN ONCE A WK  4)BETW12HR    BETWEEN 1 & 2 HOURS          68   77.4567   15.6265    3.727     3.0374     22
 16   3)LT 1 WK      LESS THAN ONCE A WK  5)GTTWOHRS    MORE THAN TWO HOURS          17   85.3296   13.8582      .         .        22
 17   4)NEVER        NEVER                1)NONE        NO HOMEWORK ASSIGNED         46   69.6528   16.4051      .         .        22
 18   4)NEVER        NEVER                2)NOTDONE     DID NOT DO HOMEWORK          15   57.4501   19.6034      .         .        22
 19   4)NEVER        NEVER                3)LTONEHR     LESS THAN ONE HOUR           34   62.9075   17.2157      .         .        22
 20   4)NEVER        NEVER                4)BETW12HR    BETWEEN 1 & 2 HOURS          19   64.8095   18.5185      .         .        22
 21   4)NEVER        NEVER                5)GTTWOHRS    MORE THAN TWO HOURS           6   59.5080   23.9147      .         .        22
 22   8)NR           NO RESPONSE          2)NOTDONE     DID NOT DO HOMEWORK           1   54.5455      .          .         .        22

OBS            READOFTN                             TIMERDX                                            N    MEAN      STD       STDERR1   STDERR2   NEX

  1                                 .               88)NR         NO RESPONSE                  14   78.9085   17.5600      .         .        22
  2   1)EVERYDAY     ALMOST EVERY DAY     01)NONE       NONE                         68   84.1297   12.5920    3.727     3.0374     22
  3   1)EVERYDAY     ALMOST EVERY DAY     02)LTONEHR    LESS THAN ONE HOUR          232   85.2500   12.2698    1.801     2.0244     22
  4   1)EVERYDAY     ALMOST EVERY DAY     03)ONEHR      ONE HOUR                    135   84.5748   13.7600    2.423     2.4017     22
  5   1)EVERYDAY     ALMOST EVERY DAY     04)TWOMORE    TWO OR MORE HOURS           118   84.6515   11.4293    2.624     2.5113     22
  6   1)EVERYDAY     ALMOST EVERY DAY     88)NR         NO RESPONSE                   1   81.8182      .          .         .        22
  7   2)1-2 WEEK     ONCE, TWICE A WEEK   01)NONE       NONE                        244   80.7837   13.7152    1.756     1.9939     22
  8   2)1-2 WEEK     ONCE, TWICE A WEEK   02)LTONEHR    LESS THAN ONE HOUR          180   80.1522   14.5404    2.059     2.1894     22
  9   2)1-2 WEEK     ONCE, TWICE A WEEK   03)ONEHR      ONE HOUR                     50   80.9108   13.1984    4.607     3.3927     22
 10   2)1-2 WEEK     ONCE, TWICE A WEEK   04)TWOMORE    TWO OR MORE HOURS            39   72.3372   21.0475      .         .        22
 11   2)1-2 WEEK     ONCE, TWICE A WEEK   88)NR         NO RESPONSE                   1   86.3636      .          .         .        22
 12   3)LT 1 WK      LESS THAN ONCE A WK  01)NONE       NONE                        258   75.6968   15.0705    1.708     1.9609     22
 13   3)LT 1 WK      LESS THAN ONCE A WK  02)LTONEHR    LESS THAN ONE HOUR           59   79.7448   15.6823    4.104     3.1954     22
 14   3)LT 1 WK      LESS THAN ONCE A WK  03)ONEHR      ONE HOUR                     11   76.1388   10.8159      .         .        22
 15   3)LT 1 WK      LESS THAN ONCE A WK  04)TWOMORE    TWO OR MORE HOURS             9   65.9782   23.3222      .         .        22
 16   3)LT 1 WK      LESS THAN ONCE A WK  88)NR         NO RESPONSE                   4   66.6482   18.8680      .         .        22
 17   4)NEVER        NEVER                01)NONE       NONE                        111   66.0064   18.2723    2.723     2.5633     22
 18   4)NEVER        NEVER                02)LTONEHR    LESS THAN ONE HOUR            6   57.8260   14.1278      .         .        22
 19   4)NEVER        NEVER                03)ONEHR      ONE HOUR                      1   40.9091      .          .         .        22
 20   4)NEVER        NEVER                04)TWOMORE    TWO OR MORE HOURS             1   36.3636      .          .         .        22
 21   4)NEVER        NEVER                88)NR         NO RESPONSE                   1   59.0909      .          .         .        22
 22   8)NR           NO RESPONSE          01)NONE       NONE                          1   54.5455      .          .         .        22
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OBS                READOFTN                            TVWATCHX                                    N      MEAN     STD        STDERR1   STDERR2   NEX

  1                                    .               88) NR            NO RESPONSE              14    78.908   17.5600      .          .        22
  2   1) EVERYDAY        ALMOST EVERY DAY              01) LEONEHR       LESS THAN OR EQ 1 HR    202    86.293   12.4076    1.936      2.1119     22
  3   1) EVERYDAY        ALMOST EVERY DAY              02) TWO-FOUR      TWO TO FOUR HOURS       286    84.415   12.3455    1.624      1.9024     22
  4   1) EVERYDAY        ALMOST EVERY DAY              03) FIVEMORE      FIVE OR MORE HOURS       65    81.055   12.7970      .          .        22
  5   1) EVERYDAY        ALMOST EVERY DAY              88) NR            NO RESPONSE               1   100.000     .          .          .        22
  6   2) 1-2 WEEK        ONCE, TWICE A WEEK            01) LEONEHR       LESS THAN OR EQ 1 HR    149    81.251   14.2225    2.288      2.3257     22
  7   2) 1-2 WEEK        ONCE, TWICE A WEEK            02) TWO-FOUR      TWO TO FOUR HOURS       279    79.901   15.1018    1.643      1.9162     22
  8   2) 1-2 WEEK        ONCE, TWICE A WEEK            03) FIVEMORE      FIVE OR MORE HOURS       80    77.029   15.2729    3.347      2.8683     22
  9   2) 1-2 WEEK        ONCE, TWICE A WEEK            88) NR            NO RESPONSE               6    78.727   10.8039      .          .        22
 10   3) LT 1 WK         LESS THAN ONCE A WK           01) LEONEHR       LESS THAN OR EQ 1 HR    107    77.160   15.0510    2.785      2.5953     22
 11   3) LT 1 WK         LESS THAN ONCE A WK           02) TWO-FOUR      TWO TO FOUR HOURS       176    76.899   14.8754    2.085      2.2049     22
 12   3) LT 1 WK         LESS THAN ONCE A WK           03) FIVEMORE      FIVE OR MORE HOURS       57    70.706   18.3438    4.203      3.2353     22
 13   3) LT 1 WK         LESS THAN ONCE A WK           88) NR            NO RESPONSE               1    72.727     .          .          .        22
 14   4) NEVER           NEVER                         01) LEONEHR       LESS THAN OR EQ 1 HR     30    63.545   13.9522      .          .        22
 15   4) NEVER           NEVER                         02) TWO-FOUR      TWO TO FOUR HOURS        62    65.488   19.1429    3.967      3.1391     22
 16   4) NEVER           NEVER                         03) FIVEMORE      FIVE OR MORE HOURS       28    66.004   19.6634      .          .        22
 17   8) NR              NO RESPONSE                   01) LEONEHR       LESS THAN OR EQ 1 HR      1    54.545     .          .          .        22

OBS                READOFTN                                           SPARTIME                     N      MEAN     STD        STDERR1   STDERR2   NEX

  1                                    .                                              .           14   78.9085   17.5600      .          .        22
  2   1) EVERYDAY        ALMOST EVERY DAY              1) NVR READ       NEVER READ                2   77.2727    0.0000      .          .        22
  3   1) EVERYDAY        ALMOST EVERY DAY              2) MSTLYFIC       MOSTLY READ FICTION     241   86.3973   12.2180    1.767      2.0013     22
  4   1) EVERYDAY        ALMOST EVERY DAY              3) MSTLYNFC       MOSTLY READ NONFICTN     64   82.1068   13.9684    3.883      3.1036     22
  5   1) EVERYDAY        ALMOST EVERY DAY              4) READBOTH       READ BOTH FICTN,NONF    246   83.9399   12.2669    1.749      1.9890     22
  6   1) EVERYDAY        ALMOST EVERY DAY              8) NR             NO RESPONSE               1   77.2727     .          .          .        22
  7   2) 1-2 WEEK        ONCE, TWICE A WEEK            1) NVR READ       NEVER READ               15   73.6058   10.2634      .          .        22
  8   2) 1-2 WEEK        ONCE, TWICE A WEEK            2) MSTLYFIC       MOSTLY READ FICTION     186   83.2568   12.7423    2.023      2.1669     22
  9   2) 1-2 WEEK        ONCE, TWICE A WEEK            3) MSTLYNFC       MOSTLY READ NONFICTN    108   73.4248   17.0051    2.769      2.5871     22
 10   2) 1-2 WEEK        ONCE, TWICE A WEEK            4) READBOTH       READ BOTH FICTN,NONF    202   80.9848   14.5264    1.936      2.1119     22
 11   2) 1-2 WEEK        ONCE, TWICE A WEEK            8) NR             NO RESPONSE               3   80.5755   10.7511      .          .        22
 12   3) LT 1 WK         LESS THAN ONCE A WK           1) NVR READ       NEVER READ               42   64.3081   18.4099      .          .        22
 13   3) LT 1 WK         LESS THAN ONCE A WK           2) MSTLYFIC       MOSTLY READ FICTION     102   81.2195   11.3388    2.868      2.6378     22
 14   3) LT 1 WK         LESS THAN ONCE A WK           3) MSTLYNFC       MOSTLY READ NONFICTN     94   70.0677   17.1892    3.019      2.7125     22
 15   3) LT 1 WK         LESS THAN ONCE A WK           4) READBOTH       READ BOTH FICTN,NONF    103   80.0779   12.8323    2.851      2.6290     22
 16   4) NEVER           NEVER                         1) NVR READ       NEVER READ              105   65.8437   17.5856    2.817      2.6119     22
 17   4) NEVER           NEVER                         2) MSTLYFIC       MOSTLY READ FICTION       6   69.6253   17.8366      .          .        22
 18   4) NEVER           NEVER                         3) MSTLYNFC       MOSTLY READ NONFICTN      3   58.4893   21.5231      .          .        22
 19   4) NEVER           NEVER                         4) READBOTH       READ BOTH FICTN,NONF      6   54.7058   22.9074      .          .        22
 20   8) NR              NO RESPONSE                   8) NR             NO RESPONSE               1   54.5455     .          .          .        22
 OBS                  READOFTN                       VALUEX      N       MEAN      STD        STDERR1     STDERR2    NEX

   1                                 .                  .        2     38.897    42.6738        .           .         22
   2                                 .                  0        1     66.667      .            .           .         22
   3                                 .                  1        1     61.111      .            .           .         22
   4                                 .                  2        2     88.889     5.5556        .           .         22
   5                                 .                  3        7     80.159    11.8251        .           .         22
   6                                 .                  4        1    100.000      .            .           .         22
   7     1)EVERYDAY          ALMOST EVERY DAY           0        3     60.299    24.0793        .           .         22
   8     1)EVERYDAY          ALMOST EVERY DAY           1       28     83.740     8.4141        .           .         22
   9     1)EVERYDAY          ALMOST EVERY DAY           2       68     82.516    14.3737      3.727       3.0374      22
  10     1)EVERYDAY          ALMOST EVERY DAY           3      201     85.583    11.7673      1.941       2.1152      22
  11     1)EVERYDAY          ALMOST EVERY DAY           4      254     85.244    12.3081      1.721       1.9701      22
  12     2)1-2 WEEK          ONCE, TWICE A WEEK         0        3     64.843    18.1417        .           .         22
  13     2)1-2 WEEK          ONCE, TWICE A WEEK         1       41     76.953    15.3662        .           .         22
  14     2)1-2 WEEK          ONCE, TWICE A WEEK         2       91     79.439    14.2802      3.081       2.7429      22
  15     2)1-2 WEEK          ONCE, TWICE A WEEK         3      213     80.939    14.6794      1.883       2.0777      22
  16     2)1-2 WEEK          ONCE, TWICE A WEEK         4      166     79.687    15.0897      2.153       2.2463      22
  17     3)LT 1 WK           LESS THAN ONCE A WK        0       12     66.552    20.3171        .           .         22
  18     3)LT 1 WK           LESS THAN ONCE A WK        1       24     72.489    14.5438        .           .         22
  19     3)LT 1 WK           LESS THAN ONCE A WK        2       95     74.032    15.7568      2.998       2.7026      22
  20     3)LT 1 WK           LESS THAN ONCE A WK        3      134     77.244    16.3093      2.433       2.4076      22
  21     3)LT 1 WK           LESS THAN ONCE A WK        4       76     78.317    13.2665      3.462       2.9204      22
  22     4)NEVER             NEVER                      0       18     53.213    21.6825        .           .         22
  23     4)NEVER             NEVER                      1       28     64.813    18.0690        .           .         22
  24     4)NEVER             NEVER                      2       34     67.860    13.9009        .           .         22
  25     4)NEVER             NEVER                      3       25     66.219    19.4534        .           .         22
  26     4)NEVER             NEVER                      4       15     71.188    14.5252        .           .         22
  27     8)NR                NO RESPONSE                2        1     54.545      .            .           .         22
```

APPENDIX E: SASRUN6

```
// JOB CARD
//BOOK05   EXEC  SAS
//LIBRARY  DD  DSN=U.Y11RDL13.SAS.FORMATS,DISP=SHR
//IN1      DD  DSN=U.Y11RDL13.SAS.SCORED.BOOK05,VOL=SER=NIE626,
//              UNIT=2314,DISP=SHR
//SYSIN    DD *
           *                                                                ;
           *****************************************************************;
           *                                                                ;
           * RUN6                                                           ;
           * ANALYSIS OF BOOKLET 05                                         ;
           *                                                                ;
           *****************************************************************;
           *                                                                ;
           TITLE1 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS;
           TITLE2 SASRUN6  - PROCESS AGE 13 1979-80 RED/LIT BOOKLET 05      ;
           DATA BOOK05
             (KEEP=COMMSIZE REGOBE STOC HOMEWORK OTHLANG SEX COLLGRD HOMEENV
              PARED SPKENGL COLLRACE TIMEREAD TVWATCHD
              READOFTN SPARTIME NATIONAL VALUEX
              NEXP NEXS RAW SCORE WEIGHTS WGT HWGT PACKAGE ISVARES);
             SET IN1.BOOK05;
           *----------------------------------------------------------------;
           *DEFINE NEXP - THE NUMBER OF EXERCISES BELONGING TO THE DESIRED MEAN;
           *DEFINE NEXS - THE NUMBER OF EXERCISES ATTEMPTED BY THIS STUDENT ;
           *              INCLUDES NO RESPONSE AND I DON'T KNOW EXERCISES   ;
           *DEFINE RAW  - THE NUMBER OF EXERCISES CORRECTLY ANSWERED BY THIS ;
           *              STUDENT                                           ;
           *DEFINE SCORE - THE PERCENTAGE CORRECT OUT OF THE TOTAL NUMBER OF ;
           *               EXERCISES ATTEMPTED BY THE STUDENT               ;
           MACRO LABELS
             FORMAT COMMSIZE COMMSIZE. REGOBE REGOBE. STOC STOC.
               HOMEWORK HOMEWORK. OTHLANG OTHLANG. SEX SEX. COLLGRD COLLGRD.
               HOMEENV HOMEENV. PARED PARED. SPKENGL SPKENGL. COLLRACE COLLRACE.
               TIMEREAD TIMEREAD. TVWATCHD TVWATCHD. READOFTN READOFTN.
               TIMERDX TIMERDX. TVWATCHX TVWATCHX. READSPAR READSPAR.
               SPARTIME SPARTIME. NATIONAL NATIONAL.;
           %
           *ADD NEW FORMATS TO LIBRARY                                      ;
           PROC FORMAT DDNAME=LIBRARY;
           VALUE READSPAR
              01='01)NEVER              NEVER                '
              02='02)FICEVDAY           FICTION EVERY DAY    '
              03='03)NFCEVDAY           NONFICTION EVERY DAY'
              04='04)BTHEVDAY           BOTH EVERY DAY       '
              05='05)FIC1-2WK           FICTION 1-2 PER WEEK'
              06='06)NFC1-2WK           NONFICTION 1-2/WEEK '
              07='07)BTH1-2WK           BOTH 1-2 PER WEEK    '
              08='08)FICLT1WK           FICTION LT ONCE/WEEK'
              09='09)NFCLT1WK           NONFICTION LT ONE/WK'
              10='10)BTHLT1WK           BOTH LT ONCE/WEEK    ';
           * CREATE NEW FILE WITH WHITES IN THE MODAL GRADE                 ;
           DATA BOOK05 NEXT; SET BOOK05;
              TIMERDX=TIMEREAD;
              IF TIMEREAD>3 & TIMEREAD<9 THEN TIMERDX=4;
              TVWATCHX=TVWATCHD;
              IF TVWATCHD>=1 & TVWATCHD<=3 THEN TVWATCHX=1;
              IF TVWATCHD>=4 & TVWATCHD<=6 THEN TVWATCHX=2;
              IF TVWATCHD>=7 & TVWATCHD<=8 THEN TVWATCHX=3;
              IF READOFTN=8 THEN READOFTN[illegible];
```

```
  IF SPARTIME=8 THEN SPARTIME=.;
  READSPAR=.;
  IF READOFTN=4 | SPARTIME=1 THEN READSPAR=1;
  IF READOFTN=1 & SPARTIME=2 THEN READSPAR=2;
  IF READOFTN=1 & SPARTIME=3 THEN READSPAR=3;
  IF READOFTN=1 & SPARTIME=4 THEN READSPAR=4;
  IF READOFTN=2 & SPARTIME=2 THEN READSPAR=5;
  IF READOFTN=2 & SPARTIME=3 THEN READSPAR=6;
  IF READOFTN=2 & SPARTIME=4 THEN READSPAR=7;
  IF READOFTN=3 & SPARTIME=2 THEN READSPAR=8;
  IF READOFTN=3 & SPARTIME=3 THEN READSPAR=9;
  IF READOFTN=3 & SPARTIME=4 THEN READSPAR=10;
  IF COLLGRD=3 & COLLRACE=1 THEN OUTPUT NEXT;
  OUTPUT BOOK05;
DATA MALE; SET NEXT;
  IF SEX=1 THEN OUTPUT;
DATA FEMALE; SET NEXT;
  IF SEX=2 THEN OUTPUT;
PROC FREQ DATA=NEXT;
*------------------------------------------------------------------------;
* PRINT FREQUENCY DISTRIBUTIONS FOR SELECTED VARIABLES                   ;
*------------------------------------------------------------------------;
  TABLES READOFTN*SPARTIME READSPAR READSPAR*SEX RAW*SEX
    SEX*READSPAR*RAW;
    WEIGHT WGT;
  LABELS
TITLE3 NEW POPULATION -- WHITES IN THE MODAL GRADE (GRADE 8);
TITLE4 WEIGHTED FREQUENCIES DISTRIBUTIONS USING WEIGHT WGT               ;
PROC GLM DATA=NEXT;
  CLASSES SEX READSPAR;
  WEIGHT WGT;
  MODEL SCORE=SEX | READSPAR;
  LSMEANS SEX | READSPAR;
  OUTPUT OUT=TEMP PREDICTED=SCOREHAT RESIDUALS=RESID;
TITLE4 WEIGHTED REGRESSION ANALYSIS USING WEIGHT WGT           ;
PROC PLOT DATA=TEMP;
 PLOT RESID*SCOREHAT;
PROC GLM DATA=MALE;
  CLASSES READSPAR;
  WEIGHT WGT;
  MODEL SCORE=READSPAR;
  LSMEANS READSPAR;
  OUTPUT OUT=TEMP PREDICTED=SCOREHAT RESIDUALS=RESID;
TITLE3 NEW POPULATION -- WHITE MALES IN THE MODAL GRADE (GRADE 8);
PROC PLOT DATA=TEMP;
 PLOT RESID*SCOREHAT;
```

```
PROC GLM DATA=FEMALE;
  CLASSES READSPAR;
  WEIGHT WGT;
  MODEL SCORE=READSPAR;
  LSMEANS READSPAR;
  OUTPUT OUT=TEMP PREDICTED=SCOREHAT RESIDUALS=RESID;
TITLE3 NEW POPULATION -- WHITE FEMALES IN THE MODAL GRADE (GRADE 8);
PROC PLOT DATA=TEMP;
 PLOT RESID*SCOREHAT;
PROC GLM DATA=NEXT;
  CLASSES STOC PARED SEX READSPAR;
  WEIGHT WGT;
  MODEL SCORE=STOC PARED SEX | READSPAR;
  LSMEANS STOC PARED SEX | READSPAR;
  OUTPUT OUT=TEMP PREDICTED=SCOREHAT RESIDUALS=RESID;
TITLE3 NEW POPULATION -- WHITES IN THE MODAL GRADE (GRADE 8);
TITLE4 WEIGHTED REGRESSION ANALYSIS USING WEIGHT WGT           ;
PROC PLOT DATA=TEMP;
 PLOT RESID*SCOREHAT;
PROC GLM DATA=MALE;
  CLASSES STOC PARED READSPAR;
  WEIGHT WGT;
  MODEL SCORE=STOC PARED READSPAR;
  LSMEANS STOC PARED READSPAR;
  OUTPUT OUT=TEMP PREDICTED=SCOREHAT RESIDUALS=RESID;
TITLE3 NEW POPULATION -- WHITE MALES IN THE MODAL GRADE (GRADE 8);
TITLE4 WEIGHTED REGRESSION ANALYSIS USING WEIGHT WGT           ;
PROC PLOT DATA=TEMP;
 PLOT RESID*SCOREHAT;
PROC GLM DATA=FEMALE;
  CLASSES STOC PARED READSPAR;
  WEIGHT WGT;
  MODEL SCORE=STOC PARED READSPAR;
  LSMEANS STOC PARED READSPAR;
  OUTPUT OUT=TEMP PREDICTED=SCOREHAT RESIDUALS=RESID;
TITLE3 NEW POPULATION -- WHITE FEMALES IN THE MODAL GRADE (GRADE 8);
TITLE4 WEIGHTED REGRESSION ANALYSIS USING WEIGHT WGT           ;
PROC PLOT DATA=TEMP;
 PLOT RESID*SCOREHAT;
PROC GLM DATA=BOOK05;
  CLASSES COLLRACE STOC PARED COLLGRD SEX READSPAR;
  WEIGHT WGT;
  MODEL SCORE=COLLRACE STOC PARED COLLGRD SEX | READSPAR              ;
  LSMEANS COLLRACE STOC PARED COLLGRD SEX | READSPAR;
  OUTPUT OUT=TEMP PREDICTED=SCOREHAT RESIDUALS=RESID;
TITLE3 ALL STUDENTS;
PROC PLOT DATA=TEMP;
 PLOT RESID*SCOREHAT;
```

```
         NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
      SASRUN6  - PROCESS AGE 13 1979-80 RED/LIT BOOKLET 05
     NEW POPULATION -- WHITES IN THE MODAL GRADE (GRADE 8)
      WEIGHTED FREQUENCIES DISTRIBUTIONS USING WEIGHT WGT

                 TABLE OF READOFTN BY SPARTIME

READOFTN  HOW OFT READ SPAR TM   SPARTIME  KIND READ SPARETIME

FREQUENCY   |
 PERCENT    |
 ROW PCT    |
 COL PCT    |          |1)NVR RE|2)MSTLYF|3)MSTLYN|4)READBO|
            |          |AD      |IC      |FC      |TH      |  TOTAL
------------+----------+--------+--------+--------+--------+
            |      30  |      0 |      0 |      0 |      0 |      .
            |       .  |      . |      . |      . |      . |      .
            |       .  |      . |      . |      . |      . |
            |       .  |      . |      . |      . |      . |
------------+----------+--------+--------+--------+--------+
1)EVERYDAY  |       1  |      3 |    245 |     62 |    238 |    548
            |       .  |   0.16 |  15.96 |   4.05 |  15.47 |  35.65
            |       .  |   0.46 |  44.78 |  11.36 |  43.39 |
            |       .  |   1.47 |  44.72 |  22.67 |  43.79 |
------------+----------+--------+--------+--------+--------+
2)1-2 WEEK  |       8  |     15 |    185 |    119 |    193 |    512
            |       .  |   0.95 |  12.04 |   7.73 |  12.58 |  33.31
            |       .  |   2.85 |  36.16 |  23.21 |  37.78 |
            |       .  |   8.55 |  33.74 |  43.26 |  35.62 |
------------+----------+--------+--------+--------+--------+
3)LT 1 WK   |       0  |     43 |    112 |     90 |    105 |    351
            |       .  |   2.82 |   7.31 |   5.87 |   6.80 |  22.80
            |       .  |  12.38 |  32.05 |  25.76 |  29.81 |
            |       .  |  25.42 |  20.47 |  32.87 |  19.24 |
------------+----------+--------+--------+--------+--------+
4)NEVER     |       0  |    110 |      6 |      3 |      7 |    127
            |       .  |   7.17 |   0.38 |   0.21 |   0.47 |   8.24
            |       .  |  87.03 |   4.64 |   2.58 |   5.75 |
            |       .  |  64.56 |   1.07 |   1.19 |   1.34 |
------------+----------+--------+--------+--------+--------+
TOTAL               .       171      549      275      543     1537
                    .     11.11    35.70    17.87    35.32   100.00

   READSPAR       FREQUENCY  CUM FREQ   PERCENT  CUM PERCENT

                      38          .         .           .
   01)NEVER          187        187     12.178      12.178
   02)FICEVDAY       245        433     15.964      28.143
   03)NFCEVDAY        62        495      4.051      32.194
   04)BTHEVDAY       238        733     15.468      47.663
   05)FIC1-2WK       185        918     12.044      59.707
   06)NFC1-2WK       119       1037      7.731      67.437
   07)BTH1-2WK       193       1230     12.582      80.019
   08)FICLT1WK       112       1343      7.309      87.328
   09)NFCLT1WK        90       1433      5.874      93.202
   10)BTHLT1WK       105       1537      6.798     100.000
```

```
RAW            SEX        SEX

FREQUENCY|
 PERCENT |
 ROW PCT |
 COL PCT |1) MALE |2) FEMALE|   TOTAL
---------+--------+--------+
  0      |      1 |      0 |       1
         |   0.04 |   0.00 |    0.04
         | 100.00 |   0.00 |
         |   0.08 |   0.00 |
---------+--------+--------+
  1      |      1 |      0 |       1
         |   0.05 |   0.00 |    0.05
         | 100.00 |   0.00 |
         |   0.12 |   0.00 |
---------+--------+--------+
  4      |      3 |      0 |       3
         |   0.20 |   0.00 |    0.20
         | 100.00 |   0.00 |
         |   0.42 |   0.00 |
---------+--------+--------+
  6      |      2 |      2 |       4
         |   0.11 |   0.13 |    0.24
         |  46.91 |  53.09 |
         |   0.24 |   0.24 |
---------+--------+--------+
  7      |     10 |      2 |      12
         |   0.62 |   0.11 |    0.73
         |  85.33 |  14.67 |
         |   1.33 |   0.20 |
---------+--------+--------+
  8      |     15 |      3 |      18
         |   0.98 |   0.19 |    1.17
         |  83.97 |  16.03 |
         |   2.10 |   0.35 |
---------+--------+--------+
  9      |     12 |     10 |      22
         |   0.77 |   0.61 |    1.39
         |  55.87 |  44.13 |
         |   1.65 |   1.15 |
---------+--------+--------+
TOTAL         739      837      1576
            46.89    53.11    100.00
```

(CONTINUED)

```
                    TABLE OF RAW BY SEX

RAW            SEX          SEX

FREQUENCY |
PERCENT   |
ROW PCT   |
COL PCT   |1)MALE   |2)FEMALE|  TOTAL
----------+---------+--------+
 10       |      15 |      9 |     24
          |    0.97 |   0.57 |   1.54
          |   62.85 |  37.15 |
          |    2.07 |   1.08 |
----------+---------+--------+
 11       |      19 |      7 |     26
          |    1.20 |   0.42 |   1.62
          |   73.93 |  26.07 |
          |    2.56 |   0.80 |
----------+---------+--------+
 12       |      25 |     17 |     43
          |    1.60 |   1.10 |   2.70
          |   59.23 |  40.77 |
          |    3.41 |   2.07 |
----------+---------+--------+
 13       |      31 |     22 |     53
          |    1.94 |   1.42 |   3.36
          |   57.85 |  42.15 |
          |    4.15 |   2.67 |
----------+---------+--------+
 14       |      48 |     34 |     83
          |    3.07 |   2.17 |   5.24
          |   58.55 |  41.45 |
          |    6.54 |   4.09 |
----------+---------+--------+
 15       |      45 |     46 |     92
          |    2.89 |   2.92 |   5.81
          |   49.68 |  50.32 |
          |    6.16 |   5.51 |
----------+---------+--------+
 16       |      55 |     66 |    121
          |    3.47 |   4.19 |   7.66
          |   45.28 |  54.72 |
          |    7.40 |   7.89 |
----------+---------+--------+
TOTAL          739      837      1576
              46.89    53.11    100.00
```

(CONTINUED)

```
        TABLE OF RAW BY SEX

RAW           SEX        SEX

FREQUENCY|
 PERCENT |
 ROW PCT |
 COL PCT |1) MALE  |2) FEMALE|  TOTAL
---------+--------+--------+
 17      |     77 |     96 |    173
         |   4.89 |   6.11 |  11.00
         |  44.46 |  55.54 |
         |  10.43 |  11.50 |
---------+--------+--------+
 18      |     92 |     89 |    181
         |   5.83 |   5.63 |  11.47
         |  50.86 |  49.14 |
         |  12.44 |  10.61 |
---------+--------+--------+
 19      |     91 |    120 |    211
         |   5.77 |   7.61 |  13.37
         |  43.13 |  56.87 |
         |  12.30 |  14.32 |
---------+--------+--------+
 20      |     88 |    119 |    207
         |   5.57 |   7.55 |  13.12
         |  42.46 |  57.54 |
         |  11.88 |  14.22 |
---------+--------+--------+
 21      |     76 |    138 |    213
         |   4.80 |   8.74 |  13.53
         |  35.44 |  64.56 |
         |  10.23 |  16.45 |
---------+--------+--------+
 22      |     33 |     57 |     91
         |   2.11 |   3.64 |   5.75
         |  36.76 |  63.24 |
         |   4.51 |   6.85 |
---------+--------+--------+
TOTAL         739      837     1576
            46.89    53.11   100.00
```

```
                              NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS                                PAGE E- 8
                           SASRUN6  - PROCESS AGE 13 1979-80 RED/LIT BOOKLET 05
                          NEW POPULATION -- WHITES IN THE MODAL GRADE (GRADE 8)
                             WEIGHTED REGRESSION ANALYSIS USING WEIGHT WGT

                                      GENERAL LINEAR MODELS PROCEDURE

                                          CLASS LEVEL INFORMATION

                                     CLASS      LEVELS    VALUES

                                     SEX           2      1 2

                                     READSPAR     10      1 2 3 4 5 6 7 8 9 10

                                    NUMBER OF OBSERVATIONS IN DATA SET = 1544


DEPENDENT VARIABLE: SCORE
WEIGHT:             WGT

SOURCE                 DF        SUM OF SQUARES         MEAN SQUARE         F VALUE         PR > F       R-SQUARE          C.V.

MODEL                  19        73350.94864365       3860.57624440           19.20         0.0001       0.195105       17.7776

ERROR                1505       302605.41438049        201.06672052                        STD DEV                   SCORE MEAN

CORRECTED TOTAL      1524       375956.36302414                                       14.17979973                   79.76194734

SOURCE                 DF           TYPE I SS      F VALUE      PR > F         DF          TYPE IV SS      F VALUE       PR > F

SEX                     1      12290.49381621        61.13      0.0001          1       1220.39688255         6.07       0.0139
READSPAR                9      57292.24477725        31.66      0.0001          9      48816.56151454        26.98       0.0001
SEX*READSPAR            9       3768.21005019         2.08      0.0281          9       3768.21005019         2.08       0.0281
```

```
         SEX          SCORE
                     LSMEAN

          1       77.8622404
          2       79.9269513


      READSPAR            SCORE
                         LSMEAN

       1             67.0970666
       2             86.2179710
       3             81.4196508
       4             83.9694720
       5             82.1634725
       6             75.0352644
       7             80.9589868
       8             81.1235777
       9             70.8857479
      10             80.0747486


 SEX    READSPAR               SCORE
                              LSMEAN

  1        1              63.2605598
  1        2              85.7811518
  1        3              84.1626101
  1        4              84.1192007
  1        5              79.5186055
  1        6              71.9595590
  1        7              79.6942560
  1        8              80.6708284
  1        9              68.6222079
  1       10              80.8334245
  2        1              70.9335734
  2        2              86.6547902
  2        3              78.6766916
  2        4              83.8197434
  2        5              84.8083395
  2        6              78.1109699
  2        7              82.2237175
  2        8              81.5763270
  2        9              73.1492879
  2       10              79.3160727
```

```
                     NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS                            PAGE E-10
                  SASRUN6  - PROCESS AGE 13 1979-80 RED/LIT BOOKLET 05
                NEW POPULATION -- WHITE MALES IN THE MODAL GRADE (GRADE 8)

                            GENERAL LINEAR MODELS PROCEDURE

                               CLASS LEVEL INFORMATION

                          CLASS      LEVELS    VALUES

                          READSPAR     10      1 2 3 4 5 6 7 8 9 10

                          NUMBER OF OBSERVATIONS IN DATA SET = 734


DEPENDENT VARIABLE: SCORE
WEIGHT:             WGT

SOURCE                DF       SUM OF SQUARES        MEAN SQUARE       F VALUE        PR > F       R-SQUARE          C.V.

MODEL                  9       44899.31599764      4988.81288863         21.66        0.0001       0.213504       19.6462

ERROR                718      165398.27476005       230.35971415                     STD DEV                    SCORE MEAN

CORRECTED TOTAL      727      210297.59075769                                     15.17760568                  77.25482850

SOURCE                DF            TYPE I SS      F VALUE     PR > F      DF           TYPE IV SS      F VALUE     PR > F

READSPAR               9       44899.31599764        21.66     0.0001       9       44899.31599764        21.66     0.0001

                                  LEAST SQUARES MEANS

                                  READSPAR       SCORE
                                               LS MEAN

                                  1         63.2605598
                                  2         65.7811518
                                  3         84.1626101
                                  4         84.1192007
                                  5         79.5186055
                                  6         71.9595590
                                  7         79.6942560
                                  8         80.6708284
                                  9         68.6222079
                                  10        80.8334245
```

```
                    NATIONAL ASSESSMENT OF EDUCATICNAL PROGRESS                              PAGE E-11
                    SASBUN6  - PROCESS AGE 13 1979-80 RED/LIT BOOKLET 05
                 NEW POPULATION -- WHITE FEMALES IN THE MODAL GRADE (GRADE 8)

                              GENERAL LINEAR MODELS PROCEDURE

                                 CLASS LEVEL INFORMATION

                             CLASS      LEVELS    VALUES

                             READSPAR     10       1 2 3 4 5 6 7 8 9 10

                             NUMBER OF OBSERVATIONS IN DATA SET = 810


DEPENDENT VARIABLE: SCORE
WEIGHT:             WGT

SOURCE               DF       SUM OF SQUARES        MEAN SQUARE       F VALUE        PR > F       R-SQUARE          C.V.

MODEL                 9       16161.13882978      1795.68209220         10.30        0.0001       0.105375       16.0921

ERROR               787      137207.13961979       174.34198173                     STD DEV                   SCORE MEAN

CORRECTED TOTAL     796      153366.27844958                                      13.20386238                 82.05201323

SOURCE               DF             TYPE I SS     F VALUE     PR > F        DF         TYPE IV SS     F VALUE     PR > F

READSPAR              9       16161.13882978        10.30     0.0001         9     16161.13882978       10.30     0.0001

                                  LEAST SQUARES MEANS

                                 READSPAR         SCORE
                                                 LSMEAN

                                 1            70.9335734
                                 2            86.6547902
                                 3            78.6766916
                                 4            83.8197434
                                 5            84.8083395
                                 6            78.1109699
                                 7            82.2237175
                                 8            81.5763270
                                 9            73.1492879
                                 10           79.3160727
```

APPENDIX F: SPSSRUN2 - SPSSRUN4

```
// JOB CARD
//DELETE  EXEC  PGM=NULL
//DD1   DD   DSN=U.Y11RDL13.SPSS.SCORED.BOOK05,VOI=SER=NIP626,
//        UNIT=2314,DISP=(OLD,DELETE)
//BOOK05  EXEC  PGM=SPSS
//STEPLIB  DD  DSN=U.SPSS.LCAD,DISP=SHR
//FT01F001  DD  UNIT=SYSDA,SPACE=(CYL,(2,1))
//FT02F001  DD  UNIT=SYSDA,SPACE=(CYL,(30,15)),
//        DCB=(BLKSIZE=7294,BUFNO=1)
//FT03F001  DD  DSN=Y11RDL13.SPSS.BOOK05,VOL=SER=NIP626,UNIT=2314,
//        DISP=SHR
//FT04F001  DD  DSN=U.Y11RDL13.SPSS.SCORED.BOOK05,VOI=SER=NIP626,
//        UNIT=2314,DISP=(,CATLG),SPACE=(TRK,(50,20),RLSE)
//FT05F001  DD  *
//FT06F001  DD  SYSOUT=A
//FT10F001  DD  DSN=U.SPSS.UDCFILE,DISP=SHR,DCB=BUFNO=1
SPSS FOR OS/360, VERSION H, RELEASE 9.0, JUNE 10, 1981

                                     CURRENT DOCUMENTATION FCR THE SPSS BATCH SYSTEM
ORDER FROM MCGRAW-HILL:  SPSS, 2ND ED. (PRINCIPAL TEXT)        CRDER FROM SPSS INC.:  SPSS STATISTICAL ALGORITHMS
                         SPSS UPDATE 7-9 (USE W/SPSS,2ND FOR REL. 7, 8, 9)            KEYWORDS: THE SPSS INC. NEWSLETTER
                         SPSS POCKET GUIDE, RELEASE 9
                         SPSS PRIMER (BRIEF INTRO TO SPSS)


DEFAULT SPACE ALLOCATION..     ALLOWS FOR..   102 TRANSFORMATIONS
WORKSPACE     71680 BYTES                     409 RECODE VALUES + LAG VARIABLES
TRANSPACE     10240 BYTES                    1641 IF/COMPUTE OPERATIONS

                  1 RUN NAME        NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS SPSSRUN2
                  2 TASK NAME       SPSSRUN2 - RECODE AGE 13 1979-60 RED/LIT BOOKLET 05
                  3 GET FILE        RDL13B05


                           FILE RDL13B05 HAS 219 VARIABLES

                           THE SUBFILES ARE..

                                     NO OF
                           NAME      CASES

                           RDL13B05    2712


CPU TIME REQUIRED..    4.61 SECONDS


                  4 ALLOCATE        TRANSPACE=20000
                  5
                  6 COMMENT         NEXP  - THE NUMBER OF EXERCISES BELONGING TO THE
                  7                         THE DESIRED MEAN
                  8                 NEXS  - THE NUMBER OF EXERCISES ATTEMPTED BY THIS
                  9                         STUDENT.  INCLUDES NO RESPONSE AND I DON'T
                 10                         KNOW EXERCISES
                 11                 RAW   - THE NUMBER OF EXERCISES CORRECTLY ANSWERED BY
                 12                         THIS STUDENT
                 13                 SCORE - THE PERCENTAGE CORRECT OUT OF THE TOTAL
                 14                         EXERCISES ATTEMPTED BY THE STUDENT
                 15
```

```
 SPSSRUN2 - RECODE AGE 13 1979-80 RED/LIT BOOKLET 05

SPECIFIED SPACE ALLOCATION..   ALLOWS FOR..   200 TRANSFORMATIONS
 WORKSPACE      61920 BYTES                   800 RECODE VALUES + LAG VARIABLES
 TRANSPACE      20000 BYTES                  3200 IF/COMPUTE OPERATIONS

                         16 COMPUTE            NEXP=22
                         17 COMPUTE            RAW=0
                         18 COMPUTE            NEXS=0
                         19 IF                 (T0501B EQ 3)  RAW=RAW+1
                         20 IF                 (T0501B NE 9)  NEXS=NEXS+1
                         21 IF                 (T0501C EQ 2)  RAW=RAW+1
                         22 IF                 (T0501C NE 9)  NEXS=NEXS+1
                         23 IF                 (T0501D EQ 2)  RAW=RAW+1
                         24 IF                 (T0501D NE 9)  NEXS=NEXS+1
                         25 IF                 (T0501E EQ 1)  RAW=RAW+1
                         26 IF                 (T0501E NE 9)  NEXS=NEXS+1
                         27 IF                 (T0502A EQ 1)  RAW=RAW+1
                         28 IF                 (T0502A NE 9)  NEXS=NEXS+1
                         29 IF                 (T0502B EQ 1)  RAW=RAW+1
                         30 IF                 (T0502B NE 9)  NEXS=NEXS+1
                         31 IF                 (T0502C EQ 3)  RAW=RAW+1
                         32 IF                 (T0502C NE 9)  NEXS=NEXS+1
                         33 IF                 (T0503B EQ 3)  RAW=RAW+1
                         34 IF                 (T0503B NE 9)  NEXS=NEXS+1
                         35 IF                 (T0503C EQ 3)  RAW=RAW+1
                         36 IF                 (T0503C NE 9)  NEXS=NEXS+1
                         37 IF                 (T0503D EQ 4)  RAW=RAW+1
                         38 IF                 (T0503D NE 9)  NEXS=NEXS+1
                         39 IF                 (T0503E EQ 2)  RAW=RAW+1
                         40 IF                 (T0503E NE 9)  NEXS=NEXS+1
                         41 IF                 (T0503F EQ 1)  RAW=RAW+1
                         42 IF                 (T0503F NE 9)  NEXS=NEXS+1
                         43 IF                 (T0504B EQ 1)  RAW=RAW+1
                         44 IF                 (T0504B NE 9)  NEXS=NEXS+1
                         45 IF                 (T0504C EQ 3)  RAW=RAW+1
                         46 IF                 (T0504C NE 9)  NEXS=NEXS+1
                         47 IF                 (T0506B EQ 1)  RAW=RAW+1
                         48 IF                 (T0506B NE 9)  NEXS=NEXS+1
                         49 IF                 (T0506C EQ 2)  RAW=RAW+1
                         50 IF                 (T0506C NE 9)  NEXS=NEXS+1
                         51 IF                 (T0506D EQ 2)  RAW=RAW+1
                         52 IF                 (T0506D NE 9)  NEXS=NEXS+1
                         53 IF                 (T0506E EQ 2)  RAW=RAW+1
                         54 IF                 (T0506E NE 9)  NEXS=NEXS+1
                         55 IF                 (T0508B EQ 1)  RAW=RAW+1
                         56 IF                 (T0508B NE 9)  NEXS=NEXS+1
                         57 IF                 (T0508C EQ 3)  RAW=RAW+1
                         58 IF                 (T0508C NE 9)  NEXS=NEXS+1
                         59 IF                 (T0508D EQ 4)  RAW=RAW+1
                         60 IF                 (T0508D NE 9)  NEXS=NEXS+1
                         61 IF                 (T0508E EQ 4)  RAW=RAW+1
                         62 IF                 (T0508E NE 9)  NEXS=NEXS+1
```

```
63
64 COMMENT         CREATE SCORE VARIABLE THE PERCENTAGE CORRECT OUT OF
65                            THE TOTAL EXERCISES ATTEMPTED BY THE STUDENT
66 COMPUTE         SCORE=(RAW/NEXS)*100
67
68 COMMENT         CREATE NATIONAL VARIABLE CONTAINING ALL STUDENTS
69 COMPUTE         NATIONAL=1
70
71 COMMENT         CREATE VALUEX VARIABLE INCLUDING NUMBER OF POSITIVE
72                 RESPONSES TO T0505A THROUGH T0505D
73 COMPUTE         VALUEX=0
74 IF              (T0505A EQ 1)  VALUEX=VALUEX+1
75 IF              (T0505B EQ 1)  VALUEX=VALUEX+1
76 IF              (T0505C EQ 1)  VALUEX=VALUEX+1
77 IF              (T0505D EQ 1)  VALUEX=VALUEX+1
78 IF              (T0505A EQ 9)  VALUEX=9
79 IF              (T0505B EQ 9)  VALUEX=9
80 IF              (T0505C EQ 9)  VALUEX=9
81 IF              (T0505D EQ 9)  VALUEX=9
82 MISSING VALUES  VALUEX(9)/
83
84 COMMENT         WGT = WEIGHTS RESCALED SO SUM = SAMPLE SIZE (N).
85                   1220.267 = MEAN OF WEIGHTS FROM SPSSRUN1.
86 COMPUTE         WGT=WEIGHTS/1220.267
87
88 COMMENT         HWGT = 'DESIGN EFFECT' RESCALING SO SUM = N/2.
89 COMPUTE         HWGT=WGT/2
90
91 TASK NAME       AGE 13 BOOKLET 05 -  WEIGHTED FREQUENCIES & STATISTICS
92 LIST CASES      CASES=10/VARIABLES = ALL/
93 *WEIGHT         WGT
94 FREQUENCIES     GENERAL=NATIONAL,RAW
95 STATISTICS      1,2
96
97 COMMENT         SAVE SUBFILE FOR FILE COMBINING EXAMPLE.
98

GIVEN WORKSPACE ALLOWS FOR   4422 VALUES AND   1327 LABELS PER VARIABLE FOR 'FREQUENCIES'
```

```
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS SPSSRUN2                                                        PAGE F- 4
 AGE 13 BOOKLET 05 -  WEIGHTED FREQUENCIES & STATISTICS
FILE    RDL13B05 (CREATION DATE = 11/25/81)


CONTENTS OF CASE NUMBER       1

SEQNUM           1.     SUBFILE       RDL1     CASWGT      0.8554     AGE              2.     COMMSIZE         3.
ELIGNCT         22.     ADMNDATE   111679.     ADMNTIME      953.     GRDHIGH          9.     GRDLOW           7.
INELNCT          0.     ISVARES      1051.     PACKAGE         5.     PKGCOUNT        22.     CENSDIV          1.
REGONE           1.     SCHLWT      15309.     SPOPCT        316.     PUBPRVSC         1.     STANDBY          0.
STOC             6.     SCENROL       995.     MBAWGT         69.     TOC              4.     WEIGHTS       1044.
BIRTHMO          4.     BIRTHYR        66.     MORE25BK        1.     BATCHSTK  2830019.     MIGREGN          1.
FATHRSED         5.     MOTHRSED        5.     ENCYCLPD        1.     GRADE            8.     FCLGRAD          1.
MCLGRAD          1.     HOMEWORK        3.     AGE09US         1.     REGMAG           1.     MODALGE          1.
REGNEWSP         1.     OTHLANG         3.     PKGCONCD        1.     PADMKIND         0.     PADAGR01         0.
PADAGR10         0.     PADAGR11        0.     PADAGR12        0.     PADAGR02         0.     PADAGR03         0.
PADAGR04         0.     PADAGR05        0.     PADAGR06        0.     PADAGR07        90.     PADAGR08        90.
PADAGR09        90.     PCTSOC1         0.     PCTSOC2         0.     PCTSOC3        100.     PCTPROF         92.
PCTSKILD         0.     PCTUNSKL        0.     PCTFARM         0.     PCTNOEMP         0.     PCTWELFR         8.
PCTASIAN         0.     PCTBLACK        3.     PCTHISP         2.     PCTIND           0.     PCTWHITE        95.
QUALTIT1         1.     NUMQT1        175.     NUMRT1         60.     FULLRACE         1.     SCID             1.
SCPSU       909034.     SCSCL          47.     SEX             1.     COLLGRD          3.     HOMEENV          3.
SOC              2.     PARED           3.     SPKENGL         1.     HAVELIB          1.     LIBVOLS       8000.
LIBEFSCH         1.     LIBDURSC        1.     LIBAFTNB        1.     LIBNIGHT         2.     LIBWKNDS         2.
CLSRCOLL         1.     BKMOBILE        2.     COOPLIBP        1.     BOOKCLUB         2.     BOOKSTCR         2.
BKDONATN         1.     STUDTBKS        2.     REDOTH1         2.     REDCAT1         46.     REDOTH2          2.
REDCAT2         46.     IVREDMAT        1.     AVAIDS          1.     CAI              2.     TEACHMCH         8.
SKILLEXS         1.     READGAME        1.     INTVOCRM        1.     INSMOTH1         2.     INSMCAT1        46.
INSMOTH2         2.     INSMCAT2       46.     PCTISTRE        6.     REMREDCL         1.     PCTRMGR1         7.
PCTRMGR2         7.     PCTRMGR3        7.     PCTRMGR4        7.     PCTRMGR5         7.     PCTRMGR6         7.
PCTRMGR7         2.     PCTRMGR8        2.     PCTRMGR9        2.     PCTRMUNG         7.     RMRCERTF         1.
RMRTCHR          2.     RMRPARAP        2.     RMROTH1         2.     RMRCAT1         46.     RMROTH2          2.
RMRCAT2         46.     RRMSTEST        3.     RRMITEST        3.     RRMTCHRF         3.     RRMCNSRF         3.
RRMPAREQ         3.     RRMSELFR        4.     RRMOTH1         4.     RRMCAT1         46.     RRMOTH2          4.
RRMCAT2         46.     ENRREDCL        2.     PCTENGR1        8.     PCTENGR2         8.     PCTENGR3         8.
PCTENGR4         8.     PCTENGR5        8.     PCTENGR6        8.     PCTENGR7         8.     PCTENGR8         8.
PCTENGR9         8.     PCTENUNG        8.     COLLRACE        1.     COLLRAC3         1.     TIMEREAD         2.
TVWATCHD         5.     ARTCLLY         9.     ARTCLTY         9.     CARVING          9.     COLLAGE          9.
DESIGNS          9.     DRAWING         9.     JEWELRY         9.     PAINTING         9.     PHOTOGRA         9.
POTTERY          9.     PRNTMAKG        9.     READIMPT        9.     READKIND         9.     READOFTN         1.
REDENJOY         9.     SPARTIME        3.     WEAVING         9.     T0501A           4.     T0501B           3.
T0501C           2.     T0501D          2.     T0501E          1.     T0502A           1.     T0502B           1.
T0502C           3.     T0503A          2.     T0503B          3.     T0503C           3.     T0503D           4.
T0503E           2.     T0503F          1.     T0504A          2.     T0504B           1.     T0504C           3.
T0504DES         4.     T0504DEC        1.     T0504DEF        2.     T0504DER         2.     T0504DEN         3.
T0505A           1.     T0505B          1.     T0505C          1.     T0505D           1.     T0506A           4.
T0506B           1.     T0506C          2.     T0506D          2.     T0506E           2.     T0507A           4.
T0507B           1.     T0507C          4.     T0508A          2.     T0508B           1.     T0508C           3.
T0508D           4.     T0508E          4.     T0509A          1.     T0509B           3.     T0510A           3.
T0510B           5.     T0510C          2.     T0510D          1.     T0510E           3.     NEXP            22.
RAW             22.     NEXS           22.     SCORE         100.     NATIONAL         1.     VALUEX           4.
WGT              1.     NWGT            0.
```

```
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS SPSSRUN2
 AGE 13 BOOKLET 05 -  WEIGHTED FREQUENCIES & STATISTICS            PAGE F- 5
FILE   BDL13B05 (CREATION DATE = 11/25/81)

RAW


                                                   RELATIVE  ADJUSTED    CUM
                                         ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                     CODE    FREQ      (PCT)     (PCT)     (PCT)

                                     0.       2        0.1       0.1       0.1

                                     1.       3        0.1       0.1       0.2

                                     2.       9        0.3       0.3       0.5

                                     3.       7        0.3       0.3       0.7

                                     4.      10        0.4       0.4       1.1

                                     5.      19        0.7       0.7       1.8

                                     6.      32        1.2       1.2       3.0

                                     7.      35        1.3       1.3       4.3

                                     8.      62        2.3       2.3       6.6

                                     9.      64        2.4       2.4       9.0

                                    10.      77        2.8       2.8      11.8

                                    11.      86        3.2       3.2      15.0

                                    12.     122        4.5       4.5      19.4

                                    13.     115        4.2       4.2      23.7

                                    14.     169        6.2       6.2      29.9

                                    15.     172        6.4       6.4      36.3

                                    16.     220        8.1       8.1      44.4

                                    17.     256        9.4       9.4      53.8

                                    18.     278       10.3      10.3      64.0

                                    19.     311       11.5      11.5      75.5

                                    20.     297       11.0      11.0      86.5

                                    21.     256        9.4       9.4      95.9

                                    22.     111        4.1       4.1     100.0
                                          ------    ------    ------
                                   TOTAL   2712      100.0     100.0

VALID CASES    2712       MISSING CASES      0
```

```
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS SPSSRUN2
 AGE 13 BOOKLET 05 -  WEIGHTED FREQUENCIES & STATISTICS                              PAGE F- 6

TRANSPACE REQUIRED..     6000 BYTES
     60 TRANSFORMATIONS
      0 RECODE VALUES + LAG VARIABLES
    328 IF/COMPUTE OPERATIONS

CPU TIME REQUIRED..  169.65 SECONDS



                 99 KEEP VARS       COMMSIZE REGOBE STOC HOMEWORK OTHLANG SEX COLLGRD HOMEENV
                100                 PARED SPKENGL COLLRACE TIMEREAD TVWATCHD
                101                 READOFTN SPARTIME NATIONAL VALUEX
                102                 NEXP NEXS RAW SCORE WEIGHTS WGT HWGT PACKAGE ISVARES
                103 SAVE FILE       BOOK05

FILE BOOK05   HAS BEEN SAVED WITH   29 VARIABLES..

SEQNUM    SUBFILE   CASWGT    COMMSIZE  ISVARES   PACKAGE   REGOBE    STOC      WEIGHTS   HOMEWORK
OTHLANG   SEX       COLLGRD   HOMEENV   PARED     SPKENGL   COLLRACE  TIMEREAD  TVWATCHD  READOFTN
SPARTIME  NEXP      RAW       NEXS      SCORE     NATIONAL  VALUEX    WGT       HWGT


                          THE SUBFILES ARE..

                                    NO OF
                          NAME      CASES

                          BOOK05     2712


                104 FINISH

CPU TIME REQUIRED..   10.72 SECONDS

         NORMAL END OF JOB.
           104 CONTROL CARDS WERE PROCESSED.
             0 ERRORS WERE DETECTED.
```

```
// JOB CARD
//BOOK05  EXEC  PGM=SPSS
//STEPLIB  DD  DSN=U.SPSS.LOAD,DISP=SHR
//FT01F001  DD  UNIT=SYSDA,SPACE=(CYL,(2,1))
//FT02F001  DD  UNIT=SYSDA,SPACE=(CYL,(30,15)),
//      DCB=(BLKSIZE=7294,BUFNO=1)
//FT03F001  DD  DSN=U.Y11RD113.SPSS.SCORED.BOOK05,VOL=SER=NIP626,
//      UNIT=2314,DISP=SHR
//FT05F001  DD  *
//FT06F001  DD  SYSOUT=A
//FT10F001  DD  DSN=U.SPSS.UDCFILE,DISP=SHR,DCB=BUFNO=1

SPSS BATCH SYSTEM

SPSS FOR OS/360, VERSION H, RELEASE 9.0, JUNE 10, 1981

                                   CURRENT DOCUMENTATION FOR THE SPSS BATCH SYSTEM
ORDER FROM MCGRAW-HILL:  SPSS, 2ND ED. (PRINCIPAL TEXT)       ORDER FROM SPSS INC.:  SPSS STATISTICAL ALGORITHMS
                         SPSS UPDATE 7-9 (USE W/SPSS,2ND FOR REL. 7, 8, 9)          KEYWORDS: THE SPSS INC. NEWSLETTER
                         SPSS POCKET GUIDE, RELEASE 9
                         SPSS PRIMER (BRIEF INTRO TO SPSS)


DEFAULT SPACE ALLOCATION..     ALLOWS FOR..   102 TRANSFORMATIONS
WORKSPACE     71680 BYTES                     409 RECODE VALUES + LAG VARIABLES
TRANSPACE     10240 BYTES                    1641 IF/COMPUTE OPERATIONS

                  1 RUN NAME       NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS SPSSRUN3
                  2 TASK NAME      SPSSRUN3 - PROCESS AGE 13 1979-80 REL/LIT BOOKLET 05
                  3 GET FILE       BOOK05


                              FILE BOOK05    HAS  29 VARIABLES

                              THE SUBFILES ARE..

                                         NO OF
                              NAME       CASES

                              BOOK05      2712


CPU TIME REQUIRED..    0.87 SECONDS


                  4 ALLOCATE       TRANSPACE=20000
                  5 COMMENT        NEXP  - THE NUMBER OF EXERCISES BELONGING TO THE
                  6                        THE DESIRED MEAN
                  7                NEXS  - THE NUMBER OF EXERCISES ATTEMPTED BY THIS
                  8                        STUDENT.  INCLUDES NO RESPONSE AND I DON'T
                  9                        KNOW EXERCISES
                 10                RAW   - THE NUMBER OF EXERCISES CORRECTLY ANSWERED BY
                 11                        THIS STUDENT
                 12                SCORE - THE PERCENTAGE CORRECT OUT OF THE TOTAL
                 13                        EXERCISES ATTEMPTED BY THE STUDENT
```

```
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS SPSSRUN3
SPSSRUN3 WEIGHTED FREQUENCY DISTRIBUTIONS USING WEIGHT WGT

SPECIFIED SPACE ALLOCATION..   ALLOWS FOR..   200 TRANSFORMATIONS
WORKSPACE      61920 BYTES                    800 RECODE VALUES + LAG VARIABLES
TRANSPACE      20000 BYTES                   3200 IF/COMPUTE OPERATIONS

                  14 LIST CASES      CASES=10/VARIABLES = ALL/
                  15 WEIGHT          WGT
                  16 TASK NAME       SPSSRUN3 WEIGHTED FREQUENCY DISTRIBUTIONS USING WEIGHT WGT
                  17 VAR LABELS      NATIONAL NATION                                   /
                  18 VALUE LABELS    NATIONAL (1) NATION/
                  19 FREQUENCIES     GENERAL=RAW,HOMEWORK,HOMEENV,TIMEREAD,TVWATCHD,
                  20                   READOFTN,SPARTIME,VALUEX
                  21

GIVEN WORKSPACE ALLOWS FOR   4422 VALUES AND   1327 LABELS PER VARIABLE FOR 'FREQUENCIES'

                  22 READ INPUT DATA
                  23
```

```
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS SPSSRUN3
SPSSRUN3 WEIGHTED FREQUENCY DISTRIBUTIONS USING WEIGHT WGT
FILE   BOOK05   (CREATION DATE = 11/25/81)

                                                                      PAGE F- 9
RAW


                                                 RELATIVE   ADJUSTED     CUM
                                       ABSOLUTE    FREQ       FREQ       FREQ
CATEGORY LABEL                  CODE     FREQ      (PCT)      (PCT)      (PCT)

                                  0.        2        0.1        0.1        0.1

                                  1.        3        0.1        0.1        0.2

                                  2.        9        0.3        0.3        0.5

                                  3.        7        0.3        0.3        0.7

                                  4.       10        0.4        0.4        1.1

                                  5.       19        0.7        0.7        1.8

                                  6.       32        1.2        1.2        3.0

                                  7.       35        1.3        1.3        4.3

                                  8.       62        2.3        2.3        6.6

                                  9.       64        2.4        2.4        9.0

                                 10.       77        2.8        2.8       11.8

                                 11.       86        3.2        3.2       15.0

                                 12.      122        4.5        4.5       19.4

                                 13.      115        4.2        4.2       23.7

                                 14.      169        6.2        6.2       29.9

                                 15.      172        6.4        6.4       36.3

                                 16.      220        8.1        8.1       44.4

                                 17.      256        9.4        9.4       53.8

                                 18.      278       10.3       10.3       64.0

                                 19.      311       11.5       11.5       75.5

                                 20.      297       11.0       11.0       86.5

                                 21.      256        9.4        9.4       95.9

                                 22.      111        4.1        4.1      100.0
                                         ------     ------     ------
                               TOTAL     2712      100.0      100.0

VALID CASES    2712      MISSING CASES     0
```

```
HOMEWORK  TIME SPENT-HOMEWORK


                                                RELATIVE  ADJUSTED    CUM
                                       ABSOLUTE   FREQ      FREQ      FREQ
CATEGORY LABEL                   CODE    FREQ    (PCT)     (PCT)     (PCT)

NO HOMEWORK ASSIGNED               1.     916     33.8      33.8      33.8

DID NOT DO HOMEWORK                2.     152      5.6       5.6      39.4

LESS THAN ONE HOUR                 3.     821     30.3      30.3      69.7

BETWEEN 1 & 2 HOURS                4.     591     21.8      21.8      91.5

MORE THAN TWO HOURS                5.     186      6.9       6.9      98.3

NO RESPONSE                        8.      45      1.7       1.7     100.0
                                        ------   ------    ------
                                 TOTAL   2712    100.0     100.0


VALID CASES    2712      MISSING CASES     0

                    24 BREAKDOWN       VARIABLES=SCORE(LO,HI) NATIONAL(1,1)
                    25                 SEX COMMSIZE STOC CCLLGED PARED COLLRACE
                    26                 REGOBE HCMEWORK OTHLANG HOMEENV
                    27                 SPKENGL READOFTN SPARTIME(1,9)/ VALUEX(0,9)/
                    28                 TIMEREAD TVWATCHD(1,99)/
                    29                 CROSSBREAK=SCORE BY NATIONAL TO COLLRACE/
                    30 OPTIONS         6
                    31

 ***** BREAKDOWN PROBLEM REQUIRES     1100 BYTES WORKSPACE, NOT INCLUDING VALUE LABELS *****

* * * * * * * * * * * * * * * * * *  C R O S S---B R E A K D O W N   O F  * * * * * * * * * * * * * * * * * *
    NATIONAL  NATION                                           BY
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
VARIABLE AVERAGED...     SCORE
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *


              MEAN I
             COUNT I                  ROW
           STD DEV I                 TOTAL
                   I         0 I
NATIONAL    --------I----------I
                 1  I     73.68 I     73.68
  NATION            I     2712  I     2712
                    I     19.27 I     19.27
                   -I----------I
    COLUMN TOTAL          73.68       73.68
                          2712        2712
                          19.27       19.27
```

```
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS SPSSRUN3                                                                    PAGE F-11
SPSSRUN3 WEIGHTED FREQUENCY DISTRIBUTIONS USING WEIGHT WGT

* * * * * * * * * * * * * * * * * *  C R O S S---B R E A K D O W N   O F   * * * * * * * * * * * * * * * * * *
   SEX      SEX                                             BY
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
VARIABLE AVERAGED...     SCORE
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *


              MEAN I
             COUNT I               ROW
           STD DEV I               TOTAL
                   I       0  I
SEX        --------I----------I
                 1 I    70.79 I    70.79
  MALE             I    1324  I    1324
                   I    20.10 I    20.10
                  -I----------I
                 2 I    76.43 I    76.43
  FEMALE           I    1387  I    1387
                  .I    18.03 I    18.03
                  -I----------I
     COLUMN TOTAL       73.68      73.68
                        2712       2712
                        19.27      19.27

* * * * * * * * * * * * * * * * * *  C R O S S---B R E A K D O W N   O F   * * * * * * * * * * * * * * * * * *
   COMMSIZE  COMMUNITY SIZE                                 BY
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
VARIABLE AVERAGED...     SCORE
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *


              MEAN I
             COUNT I               ROW
           STD DEV I               TOTAL
                   I       0  I
COMMSIZE   --------I----------I
                 1 I    67.58 I    67.58
  BIG CITY         I     312  I     312
                   I    22.39 I    22.39
                  -I----------I
                 2 I    75.04 I    75.04
  FRINGES OF BIG C I     633  I     633
                   I    19.01 I    19.01
                  -I----------I
                 3 I    74.82 I    74.82
  MEDIUM CITY      I     572  I     572
                   I    18.77 I    18.77
                  -I----------I
                 4 I    74.00 I    74.00
  SMALLER PLACES   I    1195  I    1195
                   I    18.49 I    18.49
                  -I----------I
     COLUMN TOTAL       73.68      73.68
                        2712       2712
                        19.28      19.28
```

```
//BOOK05  EXEC  PGM=SPSS
//STEPLIB  DD  DSN=U.SPSS.LOAD,DISP=SHR
//FT01F001  DD  UNIT=SYSDA,SPACE=(CYL,(2,1))
//FT02F001  DD  UNIT=SYSDA,SPACE=(CYL,(30,15)),
//     DCB=(BLKSIZE=7294,BUFNO=1)
//FT03F001  DD  DSN=U.Y11RD113.SPSS.SCORED.BOOK05,VOL=SER=NIP626,
//     UNIT=2314,DISP=SHR
//FT05F001  DD  *
//FT06F001  DD  SYSOUT=A
//FT10F001  DD  DSN=U.SPSS.UDCFILE,DISP=SHR,DCB=BUFNO=1

                     1 RUN NAME        NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS SPSSRUN4
                     2 TASK NAME       SPSSRUN4 - PROCESS AGE 13 1979-80 RED/LIT BOOKLET 05
                     3 GET FILE        BOOK05
                     4 ALLOCATE        TRANSPACE=20000
                     5 COMMENT         NEXP  - THE NUMBER OF EXERCISES BELONGING TO THE
                     6                         THE DESIRED MEAN
                     7                 NEXS  - THE NUMBER OF EXERCISES ATTEMPTED BY THIS
                     8                         STUDENT.  INCLUDES NO RESPONSE AND I DON'T
                     9                         KNOW EXERCISES
                    10                 RAW   - THE NUMBER OF EXERCISES CORRECTLY ANSWERED BY
                    11                         THIS STUDENT
                    12                 SCORE - THE PERCENTAGE CORRECT OUT OF THE TOTAL
                    13                         EXERCISES ATTEMPTED BY THE STUDENT
                    14 SELECT IF       (COLLRACE=1 AND COLLGRD=3)
                    15 WEIGHT          WGT
                    16 COMPUTE         TIMERDX=TIMEREAD
                    17 IF              (TIMEREAD GT 3 AND TIMEREAD LT 9) TIMERDX=4
                    18 COMPUTE         TVWATCHX=TVWATCHD
                    19 IF              (TVWATCHD GE 1 AND TVWATCHD LE 3) TVWATCHX=1
                    20 IF              (TVWATCHD GE 4 AND TVWATCHD LE 6) TVWATCHX=2
                    21 IF              (TVWATCHD GE 7 AND TVWATCHD LE 8) TVWATCHX=3
                    22 COMPUTE         READSPAR=99
                    23 IF              (READOFTN EQ 4 OR SPARTIME EQ 1) READSPAR=1
                    24 IF              (READOFTN EQ 1 AND SPARTIME EQ 2) READSPAR=2
                    25 IF              (READOFTN EQ 1 AND SPARTIME EQ 3) READSPAR=3
                    26 IF              (READOFTN EQ 1 AND SPARTIME EQ 4) READSPAR=4
                    27 IF              (READOFTN EQ 2 AND SPARTIME EQ 2) READSPAR=5
                    28 IF              (READOFTN EQ 2 AND SPARTIME EQ 3) READSPAR=6
                    29 IF              (READOFTN EQ 2 AND SPARTIME EQ 4) READSPAR=7
                    30 IF              (READOFTN EQ 3 AND SPARTIME EQ 2) READSPAR=8
                    31 IF              (READOFTN EQ 3 AND SPARTIME EQ 3) READSPAR=9
                    32 IF              (READOFTN EQ 3 AND SPARTIME EQ 4) READSPAR=10
                    33 MISSING VALUES  READSPAR (99)/
                    34                 TIMERDX  (9)/
                    35                 TVWATCHX (9)/
                    36 VAR LABELS      READSPAR READOFTN AND SPARTIME VARIABLES COMBINED/
                    37                 TIMERDX  COLLAPSED TIMEREAD HOW MUCH TIME READ   /
                    38                 TVWATCHX COLLAPSED TWVATCHD TV WATCHED YESTDY    /
                    39 VALUE LABELS    READSPAR (1) NEVER (2) FICEVDAY (3) NFCEVDAY (4)BTHEVDAY
                    40                   (5) FIC1-2WK (6) NFC1-2WK (7) BTH1-2WK
                    41                   (8) FICLT1WK (9) NFCLT1WK (10) BTHLT1WK/
                    42                 TIMERDX (1) NONE (2) LTONEHR (3) ONEHR (4) TWOMORE
                    43                   (88) NR/
                    44                 TVWATCHX (1) LEONEHR (2) TWO-FOUR (3) FIVEMORE (88) NR/
                    45 LIST CASES      CASES=10/VARIABLES = ALL/
                    46 TASK NAME       SPSSRUN4 SELECT ONLY WHITE STUDENTS IN THE MODAL GRADE (GRADE 8)
                    47 FREQUENCIES     GENERAL=RAW,COMMSIZE,STCC,PARED
                    48
                    49 READ INPUT DATA
                    50
```

```
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS SPSSRUN4
SPSSRUN4 SELECT ONLY WHITE STUDENTS IN THE MODAL GRADE (GRADE 8)
FILE   BOOK05   (CREATION DATE = 11/25/81)

RAW

                                                 RELATIVE   ADJUSTED     CUM
                                       ABSOLUTE    FREQ       FREQ       FREQ
CATEGORY LABEL                 CODE      FREQ      (PCT)      (PCT)      (PCT)

                                 0.         1        0.0        0.0       0.0

                                 1.         1        0.1        0.1       0.1

                                 4.         3        0.2        0.2       0.3

                                 6.         4        0.2        0.2       0.5

                                 7.        12        0.7        0.7       1.3

                                 8.        18        1.2        1.2       2.4

                                 9.        22        1.4        1.4       3.8

                                10.        24        1.5        1.5       5.4

                                11.        26        1.6        1.6       7.0

                                12.        43        2.7        2.7       9.7

                                13.        53        3.4        3.4      13.0

                                14.        83        5.2        5.2      18.3

                                15.        92        5.8        5.8      24.1

                                16.       121        7.7        7.7      31.8

                                17.       173       11.0       11.0      42.8

                                18.       181       11.5       11.5      54.2

                                19.       211       13.4       13.4      67.6

                                20.       207       13.1       13.1      80.7

                                21.       213       13.5       13.5      94.2

                                22.        91        5.8        5.8     100.0
                                       ------     ------     ------
                              TOTAL      1576      100.0      100.0

VALID CASES    1576      MISSING CASES     0
```

```
SPSSRUN4 SELECT ONLY WHITE STUDENTS IN THE MODAL GRADE (GRADE 8)
FILE    BOOK05    (CREATION DATE = 11/25/81)

COMMSIZE  COMMUNITY SIZE

                                                  RELATIVE  ADJUSTED    CUM
                                        ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                   CODE     FREQ     (PCT)     (PCT)     (PCT)

BIG CITY                           1.       91       5.8       5.8       5.8

FRINGES OF BIG CITY                2.      358      22.7      22.7      28.5

MEDIUM CITY                        3.      346      22.0      22.0      50.4

SMALLER PLACES                     4.      781      49.6      49.6     100.0
                                         ------    ------    ------
                                 TOTAL    1576     100.0     100.0


VALID CASES     1576      MISSING CASES      0

TRANSPACE REQUIRED..      1800 BYTES
      18 TRANSFORMATIONS
       0 RECODE VALUES + LAG VARIABLES
     139 IF/COMPUTE OPERATIONS

                  51 BREAKDOWN       VARIABLES=SCORE(LO,HI) NATIONAL(1,1)
                  52                 SEX COMMSIZE STOC CCLLGED PARED CCLLRACE
                  53                 REGOBE HOMEWORK OTHLANG HOMEENV
                  54                 SPKENGL READOFTN SPARTIZE(1,9)/ VALUEX(0,9)/
                  55                 TIMEREAD TVWATCHD(1,99)/
                  56                 CROSSBREAK=SCORE BY NATIONAL TO STOC HOMEWORK/
                  57 OPTIONS         6
                  58

 ***** BREAKDOWN PROBLEM REQUIRES      740 BYTES WORKSPACE, NOT INCLUDING VALUE LABELS *****

* * * * * * * * * * * * * * * * * * * *   C R O S S---B R E A K D O W N   O F   * * * * * * * * * * * * * * * * * * * *
   NATIONAL                                                       BY
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
VARIABLE AVERAGED...     SCORE
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *


               MEAN I
              COUNT I                  ROW
            STD DEV I                 TOTAL
                    I        0  I
NATIONAL   ---------I-----------I
                  1 I    79.49  I     79.49
                    I     1576  I      1576
                    I    15.65  I     15.65
                   -I-----------I
    COLUMN TOTAL         79.49        79.49
                          1576         1576
                         15.65        15.65
```

78

99

```
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS SPSSRUN4
SPSSRUN4 SELECT ONLY WHITE STUDENTS IN THE MODAL GRADE (GRADE 8)
FILE    BOOK05    (CREATION DATE = 11/25/81)

* * * * * * * * * * * * * * * * * * * * *   C R O S S---B R E A K D O W N   O F   * * * * * * * * * * * * * * * * * * * * *
    SEX       SEX                                                    BY
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
VARIABLE AVERAGED...     SCORE
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *


            MEAN I
           COUNT I                      ROW
         STD DEV I                     TOTAL
                 I         0  I
SEX     ---------I------------I
               1 I     76.39  I     76.39
  MALE           I      739   I      739
                 I     17.06  I     17.06
                -I------------I
               2 I     82.22  I     82.22
  FEMALE         I      837   I      837
                 I     13.73  I     13.73
                -I------------I
    COLUMN TOTAL       79.49        79.49
                       1576         1576
                       15.65        15.65
* * * * * * * * * * * * * * * * * * * * *   C R O S S---B R E A K D O W N   O F   * * * * * * * * * * * * * * * * * * * * *
    COMMSIZE  COMMUNITY SIZE                                         BY
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
VARIABLE AVERAGED...     SCORE
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *


            MEAN I
           COUNT I                      ROW
         STD DEV I                     TOTAL
                 I         0  I
COMMSIZE --------I------------I
               1 I     79.60  I     79.60
  BIG CITY       I       91   I       91
                 I     17.23  I     17.23
                -I------------I
               2 I     81.48  I     81.48
  FRINGES OF BIG C I    358   I      358
                 I     14.80  I     14.80
                -I------------I
               3 I     80.19  I     80.19
  MEDIUM CITY    I      346   I      346
                 I     15.03  I     15.03
                -I------------I
               4 I     78.24  I     78.24
  SMALLER PLACES I      781   I      781
                 I     16.03  I     16.03
                -I------------I
    COLUMN TOTAL       79.49        79.49
                       1576         1576
                       15.65        15.65
```

```
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS SPSSRUN4
SPSSRUN4 SELECT ONLY WHITE STUDENTS IN THE MODAL GRADE (GRADE 8)

               62 CROSSTABS      VARIABLES=
               63                COMMSIZE REGOBE STOC HOMEWORK OTHLANG SEX COLLGRD HOMEENV
               64                PARED SPKENGL COLLRACE
               65                READOFTN SPARTIME(1,9)/ VALUEX(0,9)/
               66                TIMERDX TVWATCHX(1,99)/
               67                TABLES=SEX BY HOMEWORK TIMERDX TVWATCHX READOFTN TO VALUEX/
               68                  READOFTN BY HOMEWORK/
               69 OPTIONS        5,7
               70

 ***** "CROSSTABS" PROBLEM REQUIRES     8784 BYTES WORKSPACE NOT INCLUDING VALUE LABELS *****

 ***** GIVEN WORKSPACE ALLOWS FOR  2213 LABELLED VALUES *****

* * * * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   O F  * * * * * * * * * * * * * * * * * * * *
   SEX       SEX                                                 BY  HOMEWORK  TIME SPENT-HOMEWORK
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *


                 HOMEWORK
           COUNT  I
          ROW PCT INO HOMEW DID NOT  LESS THA BETWEEN  MORE THA NO RESPO   ROW
          COL PCT IORK ASSI DO HOMEW N ONE HO 1 & 2 HO N TWO HO NSE       TOTAL
                  I     1  I     2  I     3  I     4  I     5  I     8  I
SEX       --------I--------I--------I--------I--------I--------I--------I
                1 I   286  I    49  I   230  I   139  I    28  I     8  I   739
  MALE            I  38.6  I   6.6  I  31.1  I  18.8  I   3.7  I   1.1  I  46.9
                  I  54.0  I  52.6  I  48.4  I  39.7  I  27.6  I  28.0  I
                 -I--------I--------I--------I--------I--------I--------I
                2 I   243  I    44  I   245  I   212  I    72  I    21  I   837
  FEMALE          I  29.1  I   5.3  I  29.2  I  25.3  I   8.6  I   2.5  I  53.1
                  I  46.0  I  47.4  I  51.6  I  60.3  I  72.4  I  72.0  I
                 -I--------I--------I--------I--------I--------I--------I
          COLUMN     529        93       474       351       100        29     1576
           TOTAL    33.6       5.9      30.1      22.3       6.3       1.8    100.0

* * * * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   O F  * * * * * * * * * * * * * * * * * * * *
   SEX       SEX                                                 BY  TIMERDX   COLLAPSED TIMEREAD HOW MUCH TIME READ
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *


                 TIMERDX
           COUNT  I
          ROW PCT INONE     LTONEHR  ONEHR    TWOMORE  NR          ROW
          COL PCT I                                               TOTAL
                  I     1  I     2  I     3  I     4  I    88  I
SEX       --------I--------I--------I--------I--------I--------I
                1 I   342  I   228  I    72  I    86  I    11  I   739
  MALE            I  46.3  I  30.9  I   9.8  I  11.7  I   1.4  I  46.9
                  I  48.3  I  49.0  I  37.8  I  48.7  I  30.4  I
                 -I--------I--------I--------I--------I--------I
                2 I   366  I   237  I   119  I    91  I    24  I   837
  FEMALE          I  43.7  I  28.3  I  14.2  I  10.9  I   2.9  I  53.1
                  I  51.7  I  51.0  I  62.2  I  51.3  I  69.6  I
                 -I--------I--------I--------I--------I--------I
          COLUMN     708       465       191       177        35     1576
           TOTAL    44.9      29.5      12.1      11.2       2.2    100.0
```

```
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS SPSSRUN4
SPSSRUN4 SELECT ONLY WHITE STUDENTS IN THE MODAL GRADE (GRADE 8)

                 71 BREAKDOWN       VARIABLES=SCORE(LO,HI) NATIONAL(1,1)
                 72                 SEX COMMSIZE STOC COLLGRD PARED COLLRACE
                 73                 REGODE HOMEWORK OTHLANG HOMEENV
                 74                 SPKENGL READOFTN SPARTIME(1,9)/ VALUEX(0,9)/
                 75                 TIMERDX TVWATCHX(1,99)/
                 76                 CROSSBREAK=SCORE BY NATIONAL TO SEX/
                 77                   SCORE BY SEX BY HOMEWORK TIMERDX TVWATCHX READOFTN TO VALUEX/
                 78 OPTIONS         6

 ***** BREAKDOWN PROBLEM REQUIRES    42500 BYTES WORKSPACE, NOT INCLUDING VALUE LABELS *****

* * * * * * * * * * * * * * * * * * * * *   C R O S S---B R E A K D O W N   O F   * * * * * * * * * * * * * * * * * * * * *
    SEX       SEX                                          BY  HOMEWORK  TIME SPENT-HOMEWORK
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
VARIABLE AVERAGED...     SCORE
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
                   HOMEWORK
           MEAN I
          COUNT I  NO HOMEW   DID NOT     LESS THA    BETWEEN     MORE THA    NO RESPO      ROW
        STD DEV I  ORK ASSI   DO HOMEW    N ONE HO    1 & 2 HO    N TWO HO    NSE           TOTAL
                I         1 I         2 I         3 I         4 I         5 I         8 I
SEX     --------I-----------I-----------I-----------I-----------I-----------I-----------I
              1 I     77.16 I     70.23 I     76.90 I     77.12 I     75.52 I     61.15 I     76.38
  MALE          I      206  I       49  I      230  I      139  I       28  I        8  I      739
                I     14.72 I     20.51 I     17.28 I     18.12 I     21.89 I     19.86 I     17.07
               -I-----------I-----------I-----------I-----------I-----------I-----------I
              2 I     79.50 I     78.06 I     84.41 I     82.04 I     85.97 I     85.80 I     82.22
  FEMALE        I      243  I       44  I      245  I      212  I       72  I       21  I      837
                I     14.10 I     12.86 I     12.86 I     13.81 I     14.31 I     11.43 I     13.75
               -I-----------I-----------I-----------I-----------I-----------I-----------I
   COLUMN TOTAL       78.24       73.94       80.78       80.09       83.09       78.91       79.48
                       529          93         474         351         100          29        1576
                      14.47       17.66       15.60       15.82       17.28       17.88       15.66

* * * * * * * * * * * * * * * * * * * * *   C R O S S---B R E A K D O W N   O F   * * * * * * * * * * * * * * * * * * * * *
    SEX       SEX                                          BY  TIMERDX    COLLAPSED TIMEREAD HOW MUCH TIME READ
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *
VARIABLE AVERAGED...     SCORE
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SEX     --------I-----------I-----------I-----------I-----------I-----------I
              1 I     73.66 I     79.56 I     82.65 I     75.55 I     59.81 I     76.38
  MALE          I      342  I      228  I       72  I       86  I       11  I      739
                I     17.33 I     15.12 I     13.18 I     20.12 I     18.41 I     17.07
               -I-----------I-----------I-----------I-----------I-----------I
              2 I     79.56 I     84.84 I     83.31 I     83.84 I     85.43 I     82.22
  FEMALE        I      366  I      237  I      119  I       91  I       24  I      837
                I     14.09 I     12.70 I     14.56 I     12.90 I     10.70 I     13.75
               -I-----------I-----------I-----------I-----------I-----------I
   COLUMN TOTAL       76.71       82.25       83.06       79.80       77.64       79.48
                       708         465         191         177          35        1576
                      16.00       14.17       14.02       17.27       17.82       15.66
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11-RL-29
9/30/81

Age 13 Booklet 5

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
1979-80 Reading/Literature Assessment
Data Collection Forms

Contents

1. Respondent's exercise booklet (package).

2. Scoring guides for open-ended exercises, if applicable.

NOTES:

a. A NAEP reference number is printed in the lower left corner of each exercise and at the top of each scoring guide (see the "NAEP Reference Numbers" subsection in the User's Guide).

b. Source information is located on the first page of exercises that have been drawn from external sources. Permission to use copyrighted material has been obtained for NAEP assessments and publications only, and users must obtain their own permission before using these materials. Materials which appear to be drawn from external sources but are from unknown origins are marked "SOURCE UNKNOWN."

c. Exercises kept secure for measuring achievement trends are marked "SECURE EXERCISE--DO NOT REPRODUCE." Researchers sign an agreement not to release or publish these items in any form before receiving microfiche copies of secure exercises (see Appendix 10).

d. Exercises that have been used as examples in NAEP publications (and, therefore, are in the public domain) but are scheduled for reuse in future NAEP assessments are marked "SCHEDULED FOR REUSE--PLEASE DO NOT REPRODUCE." Releasing or publishing these items in any form will jeopardize the assessment's utility and credibility.

e. Unscorable and otherwise technically deficient exercises are marked "INVALID EXERCISE--DATA OMITTED," and responses to these exercises are deleted from the data files. If only a part of an exercise is unscorable, that part is marked "INVALID PART--DATA OMITTED," and responses to this part only are deleted from the data files.

f. Exercises which are unusual in some way are marked "SEE CODEBOOK COMMENTS." Codebooks contain further explanations of unusual exercises.

g. Scoring guides for open-ended exercises, if any, are located at the end of the respondent's exercise booklet in the order of their occurrence in the booklet. Exercise locations are noted on the scoring guides.

//

Education Commission of the States
1860 Lincoln Street
Denver, Colorado 80295
(303) 830-3752

O.M.B. No. 051-R1204
Approval Expires 9-30-81
FEDAC No. R34
Approval Expires 12-81

PACKAGE NO.

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NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
A PROJECT OF THE EDUCATION COMMISSION OF THE STATES

This report is authorized by law (20 U.S.C. 1221 e-1). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate and timely.

PACKAGE NUMBER		I. D. NUMBER			
0	5				
○	○	○	○	○	○
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	3	4	5	6	7	8
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	○ 06	○ 2	○ 02	○ 2		
○ P	○ 07		○ 03	○ 3		
	○ 08		○ 04	○ 4		
○ NR	** ○ 09		○ 05	○ 5		
	○ 98		○ 06	○ 6		
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			○ 10			
			○ 11			
			○ 12			

* Grade 5 or lower

** Grade 9 or higher

YEAR 11
AGE CLASS 2
GROUP

NIE Form Nos. 2371 - 10. 66

DIRECTIONS FOR ANSWERING EXERCISES

Most of the exercises in this booklet have several suggested answers. You should fill in the oval beside the one answer you think is best. If you do not know the answer to an exercise, fill in the oval beside "I don't know."

Sometimes the suggested answers to an exercise will be written ACROSS the page, as shown in Example Exercise 1.

Example Exercise 1

	Yes	No	I don't know.
Do all fables have a moral?	●	○	○

The oval under "Yes" is filled in because all fables have a moral.

Sometimes the suggested answers to an exercise will be written DOWN the page, as shown in Example Exercise 2.

Example Exercise 2

Where is the best place to find the meaning of a word you do not know?

○ In a world atlas
○ In an encyclopedia
● In a dictionary
○ In a newspaper

○ I don't know.

The oval beside "In a dictionary" has been filled in because the best place to find the meaning of a word is in a dictionary.

For many of the exercises you will be asked to read a passage and then answer several questions about what you have read. Now, for practice, I will read the directions for Example Exercise 3, which is located on the next page. When I have finished, complete the exercise on your own. Stop when you reach the STOP sign.

Example Exercise 3

Read the story and answer the question below.

> The wind whistled woefully as it wound its way through the nearly leafless trees. The pale yellow moon cast eerie shadows as it slipped in and out from behind the clouds like a blinking flashlight. Strange figures could be seen dashing and darting through the streets.

To what does the writer compare the moon?

○ The clouds

○ A flashlight

○ The wind

○ A shadow

SOURCE UNKNOWN

○ I don't know.

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

You should have filled in the oval beside "A flashlight", because in the story the moon is compared to a flashlight.

Remember, fill in only ONE oval for each question. If you change your answer, erase the first answer completely.

Most of you will have plenty of time to read each of the passages and to answer all of the questions which follow it. When you are answering the questions, you may go back and look at the passage again. Be sure to answer all of the questions about the passage.

When you see an arrow, PLEASE CONTINUE ON THE NEXT PAGE you should keep working on an exercise. When you see a STOP sign, STOP DO NOT CONTINUE UNTIL TOLD TO DO SO you are at the end of an exercise. If you come to a STOP sign before the time is up, you may check your work on the exercise. However, do NOT go back to earlier exercises and do NOT go on to the next exercise until you are told to do so.

1. Read the story below and then answer the questions on the next two pages.

The Star-Money

There was once upon a time a little girl whose father and mother were dead, and she was so poor that she no longer had a room to live in, or bed to sleep in, and at last she had nothing else but the clothes she was wearing and a little bit of bread in her hand which some charitable soul had given her. She was good and pious, however. And as she was thus forsaken by all the world, she went forth into the open country, trusting in the good God.

Then a poor man met her, who said: "Ah, give me something to eat, I am so hungry!" She handed him the whole of her piece of bread, and said: "May God bless you," and went onwards. Then came a child who moaned and said: "My head is so cold, give me something to cover it with." So she took off her hood and gave it to him; and when she had walked a little farther, she met another child who had no jacket and was frozen with cold. Then she gave it her own; and a little farther on one begged for a frock, and she gave away that also.

At length she got into a forest and it had already become dark, and there came yet another child, and asked for a shirt, and the good little girl thought to herself: "It is a dark night and no one sees you, you can very well give your shirt away," and took it off, and gave away that also. And as she so stood, and had not one single thing left, suddenly some stars from heaven fell down, and they were nothing else but hard smooth pieces of money, and although she had just given her shirt away, she had a new one which was of the very finest linen. Then she put the money into it, and was rich all the days of her life.

From THE COMPLETE GRIMM'S FAIRY TALES, by Jacob Ludwig Karl Grimm and Wilhelm Karl Grimm, translated by Margaret Hunt and James Stern; copyright 1944 by Pantheon Books, Inc. and renewed 1972 by Random House, Inc. Reprinted by permission of Pantheon Books, a Division of Random House, Inc.

1. (Continued)

A. How much did you like reading this story?

○ I liked it very much.
○ I liked it.
○ I can't decide.
○ I disliked it.
○ I disliked it very much.

B. Why did the girl give her clothes away?

○ Because she didn't know any better
○ Because she expected to be rewarded
○ Because she met people who needed them
○ Because she wanted everyone to like her

○ I don't know.

C. What kind of person was the girl in the story?

○ Silly and dumb
○ Kind and generous
○ Lazy and foolish
○ Clever and wise

○ I don't know.

PLEASE CONTINUE ON THE NEXT PAGE

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1. (Continued)

D. What lesson does the story teach?

○ Money makes people greedy.
○ Good deeds are rewarded.
○ Life is hard and cruel.
○ People are never satisfied.

○ I don't know.

E. The story says:

> And as she was thus *forsaken* by all the world, she went forth into the open country, trusting in the good God.

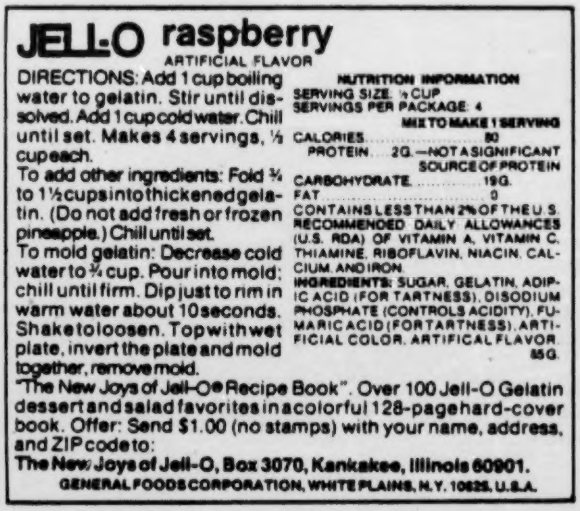
What does the word *forsaken* mean in this sentence from the story?

○ Abandoned
○ Robbed
○ Forgiven
○ Rewarded

○ I don't know.

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

2. The back of a Jell-O package is shown below. Read the information from the package and then answer the questions below and on the next page.



JELL-O raspberry
ARTIFICIAL FLAVOR

DIRECTIONS: Add 1 cup boiling water to gelatin. Stir until dissolved. Add 1 cup cold water. Chill until set. Makes 4 servings, ½ cup each.

To add other ingredients: Fold ¾ to 1½ cups into thickened gelatin. (Do not add fresh or frozen pineapple.) Chill until set.

To mold gelatin: Decrease cold water to ¾ cup. Pour into mold; chill until firm. Dip just to rim in warm water about 10 seconds. Shake to loosen. Top with wet plate, invert the plate and mold together, remove mold.

NUTRITION INFORMATION

SERVING SIZE: ½ CUP
SERVINGS PER PACKAGE: 4

	MIX TO MAKE 1 SERVING
CALORIES	80
PROTEIN	2G.—NOT A SIGNIFICANT SOURCE OF PROTEIN
CARBOHYDRATE	19G.
FAT	0

CONTAINS LESS THAN 2% OF THE U.S. RECOMMENDED DAILY ALLOWANCES (U.S. RDA) OF VITAMIN A, VITAMIN C, THIAMINE, RIBOFLAVIN, NIACIN, CALCIUM AND IRON.

INGREDIENTS: SUGAR, GELATIN, ADIPIC ACID (FOR TARTNESS), DISODIUM PHOSPHATE (CONTROLS ACIDITY), FUMARIC ACID (FOR TARTNESS), ARTIFICIAL COLOR, ARTIFICAL FLAVOR.
85G.

"The New Joys of Jell-O® Recipe Book". Over 100 Jell-O Gelatin dessert and salad favorites in a colorful 128-page hard-cover book. Offer: Send $1.00 (no stamps) with your name, address, and ZIP code to:

The New Joys of Jell-O, Box 3070, Kankakee, Illinois 60901.

GENERAL FOODS CORPORATION, WHITE PLAINS, N.Y. 10625, U.S.A.

A. According to the directions, when should you add cold water to the gelatin?

○ After you dissolve the gelatin in the boiling water
○ Before you add one cup of boiling water
○ After you chill the gelatin
○ Before you stir the gelatin

○ I don't know.

PLEASE CONTINUE ON THE NEXT PAGE

Reproduced courtesy of General Foods Corporation, owner of the registered trademark JELL-O.

2. (Continued)

B. The package directions say:

Top with wet plate, *invert* the plate and mold together, remove mold.

What does the word *invert* mean in this sentence from the package?

○ Turn upside down
○ Remove
○ Break apart
○ Heat up

○ I don't know.

C. Where should you send $1.00 in order to get the Jell-O recipe book?

○ Chicago, Illinois
○ New York, New York
○ Kankakee, Illinois
○ White Plains, New York

○ I don't know.

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

3. Read the article below and then answer the questions on the next three pages.

Shirley Chisholm in Congress

When the 91st Congress convened in Washington, D.C., in January 1969, Shirley Chisholm took her seat as the first black woman elected to the House of Representatives. The people of the 12th Congressional District in Brooklyn, New York, were looking for a fearless, knowledgeable, and dedicated person to represent them in Congress. They found these qualities in Shirley Chisholm.

Assignment to a committee is a big event in the life of a freshman to Congress because it is in committees that the real work is done — the research in preparation for a bill. Committee vacancies are usually filled according to the seniority system. Shirley Chisholm's first assignment was to the Agriculture Committee. She was enraged when she learned that her other assignment was forestry. She vigorously protested the assignment. Other members of Congress told her that she would never be able to get her assignment changed, but she ignored their advice.

At the next meeting of the Democratic Caucus, Shirley sought to address the caucus to request a reassignment. Every time Shirley rose, two or three men also stood for recognition. The senior member standing was recognized. This action continued until Shirley walked down the aisle and stood before the chairman.

"For what purpose is the gentlewoman from New York standing before me?" asked Mr. Wilbur Mills, the Chairman of the Democratic Caucus.

"Mr. Chairman," replied Shirley, "I have been trying to get recognized for half an hour but evidently you were unable to see me, so I came down to see you. I would like to tell the caucus why I vehemently reject my committee assignment." Mrs. Chisholm had prepared a short speech for the occasion. She pointed out that the House leadership has a moral duty to somewhat right the balance by putting the nine black members of the House in positions where they can work effectively, to help this nation meet its critical problems of racism, deprivation, and urban decay. Then she offered a motion to be removed from the Agriculture Committee and directing the Committee on Comittees to return to the next monthly caucus with a different assignment for her.

Several of the male members told her that she had committed political suicide. When the caucus met at its next session, however, Shirley had been changed to the Veterans Affairs Committee. Congresswoman Shirley Chisholm believes that a legislator's talent should not be wasted, but should be used to make and change laws to insure justice for all people.

Adapted from "Shirley Chisholm, Stateswoman," from Strides Forward: Afro-American Biographies by Madeline R. Stratton; copyright ©, 1973, by Ginn and Company (Xerox Corporation). Used with permission.

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3. (Continued)

A. How much did you like reading this article?

○ I liked it very much.
○ I liked it.
○ I can't decide.
○ I disliked it.
○ I disliked it very much.

B. According to the article, what kind of person is Shirley Chisholm?

○ Indifferent
○ Uninformed
○ Courageous
○ Soft-spoken

○ I don't know.

C. According to the article, why is the assignment to a committee so important for a freshman member of Congress?

○ Because contacts with senior members are made in committees
○ Because good assignments improve chances for reelection
○ Because the real work of Congress is done in committees
○ Because committee assignments cannot be changed

○ I don't know.

PLEASE CONTINUE ON THE NEXT PAGE

3. (Continued)

D. According to Shirley Chisholm, how should legislative talent be used?

○ It should be used to do the work that needs to be done, no matter what the problem is.

○ It should be used to abolish the seniority system in Congress.

○ It should be used to eliminate the idea that all good politicians are male.

○ It should be used on problems where legislators have special knowledge.

○ I don't know.

E. Why did several male members of Congress feel Shirley Chisholm had committed political suicide?

○ Because she refused to recognize Wilbur Mills during the Democratic Caucus

○ Because she vigorously protested her committee assignment

○ Because she delivered a critical speech to the press

○ Because she did not complete research assignments for her committees

○ I don't know.

PLEASE CONTINUE ON THE NEXT PAGE

3. (Continued)

F. What was Shirley Chisholm's first committee assignment?

○ Agriculture Committee
○ Committee on Committees
○ Veterans Affairs Committee
○ Education and Labor Committee

○ I don't know.

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

4. Read the poem below and then answer the questions on the next two pages.

Old Dog

Toward the last in the morning she could not
get up, even when I rattled her pan.
I helped her into the yard, but she stumbled
and fell. I knew it was time.

The last night a mist drifted over the fields.
In the morning she would not raise her head—
the far, clear mountains we had walked
surged back to mind.

We looked a slow bargain: our days together
were the ones we had already had.
I gave her something the vet had given,
and patted her still, a good last friend.

PLEASE CONTINUE ON THE NEXT PAGE

"Old Dog," page 205 in STORIES THAT COULD BE TRUE by William Stafford; copyright © 1971 by William Stafford. Reprinted by permission of Harper & Row, Publishers, Inc.

4. (Continued)

A. How much did you like reading this poem?

○ I liked it very much.
○ I liked it.
○ I can't decide.
○ I disliked it.
○ I disliked it very much.

B. How does the person in the poem feel about the death of the old dog?

○ The person accepts the dog's death.
○ The person feels angry.
○ The person feels afraid.
○ The person has no feeling about the dog's death.

○ I don't know.

C. How is death described in the poem?

○ As violent and tragic
○ As sudden and shocking
○ As natural and peaceful
○ As unfamiliar and strange

○ I don't know.

PLEASE CONTINUE ON THE NEXT PAGE

4. (Continued)

D. What emotions and feelings did you have when you read this poem? Describe your feelings in a few words on the line below.

____

E. What was it about the poem that made you feel the way you did? Write your answer on the lines below.

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D		E
○ 0	○ 0	○ 0
○ 1	○ 1	○ 1
○ 2	○ 2	○ 2
○ 3	○ 3	○ 3
	○ 4	○ 4
	○ 5	○ 5
	○ 6	○ 6
	○ 7	○ 7
	○ 8	○ 8
	○ 9	○ 9

DR1
ER1
H-465000-B1B-1d.2

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

5. People read for many reasons. Do you read for each of the following reasons?

		Yes	No	I don't know.
A.	For enjoyment	○	○	○
B.	To know more about things	○	○	○
C.	To understand people better	○	○	○
D.	To find out how to do things	○	○	○

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

AV1
BV2
CV3
DV2

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6. Read the story below and then answer the questions on the next two pages.

Too Heavy

Once the Mullah rode his little donkey to the vegetable bazaar. His own garden did not grow every kind of vegetable that Fatima wanted for her stew. The market was colorful with its piles of purple eggplants, green cabbages, and yellow melons. It was fun bargaining with the farmers who were his good friends. Before he knew it, the Mullah had bought more than Fatima had ordered. The vegetables stretched the bag he had brought. He loaded the heavy beets and melons in the bottom, the medium-weight eggplant and cabbage in the middle, and the tender herbs on top. He stooped under the weight of the bag as he dragged it toward his sleepy donkey. For a minute he stood beside the donkey, looking at her and thinking.

She braced her small feet, expecting him to load the saddlebags as usual. Instead he whispered into her long twitching ears, "How tiny you are!" Then he climbed on the donkey's back, holding the bag of vegetables out at arm's length. He sat, as he often did, facing backward to be polite to the friends he was leaving behind in the bazaar. He clucked to the donkey and started jogging through the village streets toward home. His legs swung loosely at the donkey's side. He held the vegetables stiffly at arm's length, first with one hand, then with the other, and then with both. He rode so awkwardly that women peered at him from behind their chuddars and boys laughed heartily.

His pupil Shoja the baker's son stared at him. "Why are you carrying your bag that way?" he asked. "Why don't you put your vegetables in the donkey's saddlebags where they belong?"

"Oh no!" the Mullah hurried to reply. "These vegetables are heavy and my donkey is small. It would be too much of a load for the donkey to carry the bag and me too. So I carry the vegetables, and the donkey carries me."

Shoja stood scratching his head, trying to understand, while the Mullah rode on toward home, holding his bag of vegetables out at arm's length, and feeling very happy that he could save his donkey the extra burden.

PLEASE CONTINUE ON THE NEXT PAGE

From ONCE THE MULLAH by Alice Geer Kelsey published by David McKay Company, Inc., 1954. Used with permission.

6. (Continued)

A. How much did you like reading this story?

- ○ I liked it very much.
- ○ I liked it.
- ○ I can't decide.
- ○ I disliked it.
- ○ I disliked it very much.

B. Why did the Mullah buy more food than Fatima ordered?

- ○ Because he was carried away by the bargaining and the colorful food
- ○ Because he wanted to see how much his donkey could carry
- ○ Because he needed to stock up for times of hunger
- ○ Because he was buying food for his whole village

- ○ I don't know.

C. What is the tone of the story?

- ○ Serious and frightening
- ○ Light and humorous
- ○ Straightforward and factual
- ○ Sentimental and emotional

- ○ I don't know.

PLEASE CONTINUE ON THE NEXT PAGE

6. (Continued)

D. What kind of person is the Mullah?

○ Wise and careful
○ Kind and foolish
○ Cruel and boastful
○ Clever and awkward

○ I don't know.

E. Why did the Mullah hold the bag of vegetables out at arm's length?

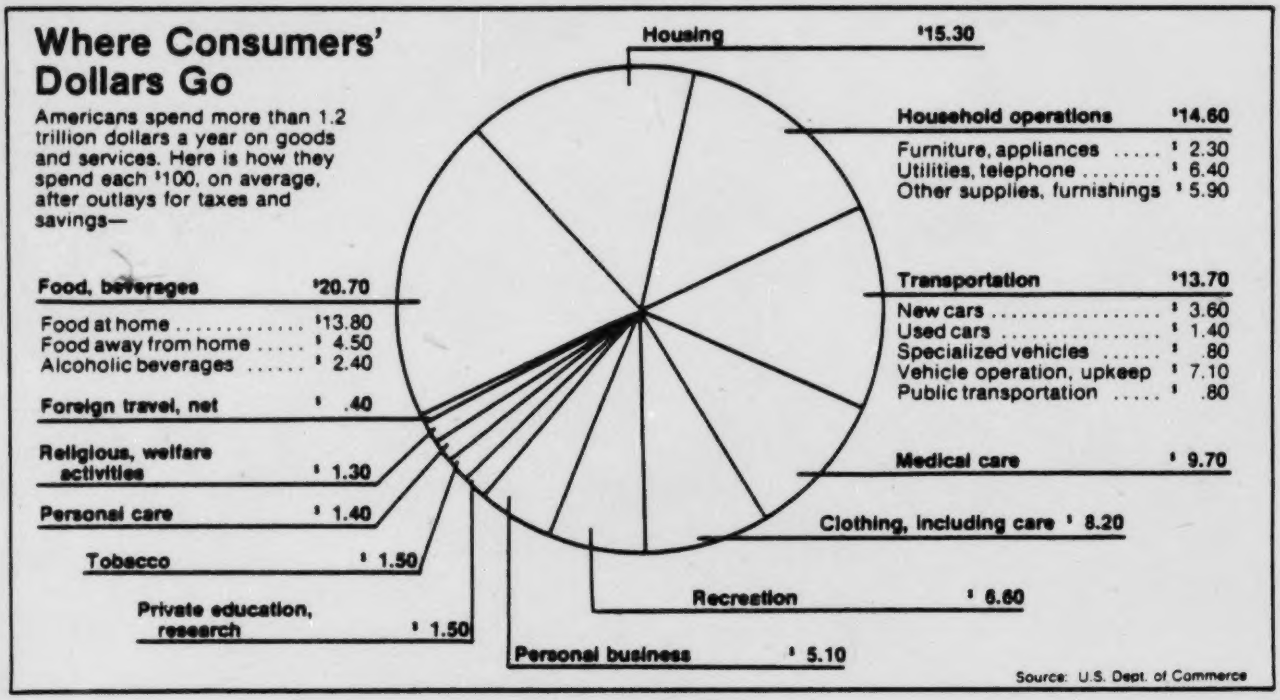
○ To be polite
○ To make the load lighter
○ To make people laugh
○ To get home quicker

○ I don't know.

STOP DO NOT CONTINUE
UNTIL TOLD TO DO SO.

7. The pie chart below shows how Americans, on the average, spend each $100 after paying taxes and putting money into savings. Use the chart to answer the questions below and on the next page.

Reprinted from "U. S. News & World Report."



Source: U.S. Dept. of Commerce

A. On what do Americans spend the MOST money?

○ Transportation

○ Household operations

○ Foreign travel

○ Food and beverages

○ I don't know.

PLEASE CONTINUE ON THE NEXT PAGE

Copyright 1978 U.S. News and World Report, Inc.

7. (Continued)

B. On which of the following areas of transportation do Americans spend the MOST money?

○ Vehicle operation, upkeep
○ Used cars
○ Public transportation
○ New cars

○ I don't know.

C. On which of the following areas do Americans spend more money than they do on tobacco?

○ Religious and welfare activities
○ Private education and research
○ Foreign travel
○ Alcoholic beverages

○ I don't know.

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

8. Read the article below and then answer the questions on the next two pages.

Caving

"When you first go into a cave, it's kind of scary because it's dark," said Beth Christ. "But after you light your helmet lamp and look around, you're not scared anymore. You find the most fantastic things underground—like bats!"

Beth and nine other youngsters learned about caves by spending a weekend in one in West Virginia. Most were brand-new to caving. Five adults went along. Two of them, Patrick Moretti and Ray Cole, were experienced cavers. They taught the others how to explore safely.

Before they went underground, the leaders got permission from the cave owner to explore on his property. They assigned a buddy to each one in the group. "We'll all stay together," Pat said. "But sometimes we may be moving single file along a narrow passageway. Stay next to your buddy. If you have problems with your gear, your friend can help you."

Inside, the cavers moved slowly at first. It took time for them to get used to the rocks and darkness.

"Be careful of the big boulders," Ray warned. "Test each one with your foot to see if it is solid before putting all your weight on it."

A short distance inside, the cavers set up camp. Then they went off to explore. Sometimes they followed passages so small they had to move on their hands and knees. At other times, they used stepping-stones to cross underground streams. They even discovered a 30-foot waterfall inside a large cavern.

The explorers learned to pace themselves. They stopped to rest every hour and snacked often. Everyone put the food wrappers into plastic bags. "Cavers have a motto," Pat said. "Take nothing but pictures; leave nothing but footprints."

On the first day, the cavers spent more than ten hours exploring. They returned to their base camp at one o'clock in the morning after hiking, climbing, and crawling more than a mile. Everyone was surprised at how late it was. "That's one of the funny things about caving," Kane Britt said. "It's always dark underground, so you forget whether it's day or night."

On the second day, the group again set out to explore. This time, they chose different routes. Some paths turned into dead ends. Others led to small rooms filled with crystal formations. On the ceiling of one room, Sean Moretti discovered sleeping bats.

At the end of the trip, the young explorers were very tired, but pleased with themselves. "I never knew caving could be such fun," said Kane. "Can I come back next week?"

PLEASE CONTINUE ON THE NEXT PAGE

Adapted from National Geographic WORLD, November, 1976. Used with permission.

8. (Continued)

A. How much did you like reading this article?

○ I liked it very much.

○ I liked it.

○ I can't decide.

○ I disliked it.

○ I disliked it very much.

B. What did the experienced cavers teach the youngsters about caving?

○ How to explore safely

○ How to capture bats

○ How to collect rocks

○ How to take pictures

○ I don't know.

C. Why did the leaders get permission to explore the cave before starting?

○ Because children were not usually allowed in caves

○ Because the cave was dangerous

○ Because the cave was on someone's property

○ Because some of the children had never been in caves

○ I don't know.

PLEASE CONTINUE ON THE NEXT PAGE

8. (Continued)

D. What is the main purpose of the article?

○ To warn people of the dangers of caving
○ To encourage people to visit West Virginia
○ To tell people about outdoor camping
○ To describe the sport of caving

○ I don't know.

E. Why did the cavers use caution when they first went into the cave?

○ Because snakes might have bitten them
○ Because bats were sleeping in the cave
○ Because there were paths that turned into dead ends
○ Because they had to get used to the rocks and darkness

○ I don't know.

STOP DO NOT CONTINUE
UNTIL TOLD TO DO SO.

9. A. How often do you read for your own enjoyment during your spare time?

○ Almost every day
○ Once or twice a week
○ Less than once a week
○ Never

B. Which one of the following statements best describes the kind of reading you do in your spare time?

SEE CODE BOOK COMMENTS

○ I never read during my spare time.
○ I mostly read fiction; for instance, short stories, novels and plays.
○ I mostly read nonfiction; for instance, books and articles about famous people, places, history, current events and hobbies.
○ I read fiction and nonfiction about equally.

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

10. A. How much time did you spend on homework yesterday?

○ No homework was assigned.

○ I had homework but didn't do it.

○ Less than one hour

○ Between 1 and 2 hours

○ More than 2 hours

B. How much television did you watch yesterday?

○ None
○ 1 hour or less
○ 1 hour
○ 2 hours
○ 3 hours
○ 4 hours
○ 5 hours
○ 6 hours or more

C. How much time did you spend reading just for your own enjoyment yesterday?

○ None
○ 1 hour or less
○ 1 hour
○ 2 hours
○ 3 hours
○ 4 hours
○ 5 hours
○ 6 hours or more

D. Is English the language spoken most often in your home?

○ Yes

○ No

E. Is a language other than English spoken in your home?

○ Often

○ Sometimes

○ Never

SEE CODE BOOK COMMENTS

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

1. Does your family get a newspaper regularly?

○ Yes ○ No ○ I don't know.

2. Does your family get any magazines regularly?

○ Yes ○ No ○ I don't know.

3. Are there more than 25 books in your home?

○ Yes ○ No ○ I don't know.

4. Is there an encyclopedia in your home?

○ Yes ○ No ○ I don't know.

5. How much school did your father complete?
(FILL IN THE ONE OVAL which best shows how much school your father completed.)
○ Did not complete the 8th grade
○ Completed the 8th grade, but did not go to high school
○ Went to high school, but did not graduate from high school
○ Graduated from high school
○ Some education after graduation from high school

○ I don't know.

6. Did your father graduate from a college or university?

○ Yes ○ No ○ I don't know.

7. How much school did your mother complete?
(FILL IN THE ONE OVAL which best shows how much school your mother completed.)
○ Did not complete the 8th grade
○ Completed the 8th grade, but did not go to high school
○ Went to high school, but did not graduate from high school
○ Graduated from high school
○ Some education after graduation from high school

○ I don't know.

8. Did your mother graduate from a college or university?

○ Yes ○ No ○ I don't know.

9. Where did you live on your ninth birthday?
○ In the United States (Please specify the state or territory.)

____

○ Outside the United States (Please specify the country.)

____

○ I don't know.

DO NOT WRITE IN THE AREA BELOW.

AL ○
AK ○
AZ ○
AR ○
CA ○
CO ○
CT ○
DE ○
FL ○
GA ○
HI ○
ID ○
IL ○
IN ○
IA ○
KS ○
KY ○
LA ○
ME ○
MD ○
MA ○
MI ○
MN ○
MS ○
MO ○
MT ○
NB ○
NV ○
NH ○
NJ ○
NM ○
NY ○
NC ○
ND ○
OH ○
OK ○
OR ○
PA ○
RI ○
SC ○
SD ○
TN ○
TX ○
UT ○
VT ○
VA ○
WA ○
WV ○
WI ○
WY ○
DC ○
OT ○
BL ○
OC ○
BL ○

SCORING GUIDE--RESPONDING TO LITERATURE
EXPLAINING RESPONSES TO LITERATURE

Emotional Responses
"Old Dog"
H-465000-B1B--1,2
Age 9, Package 5, Exercise 7
Age 13, Package 5, Exercise 4

General Scoring Rationale: The responding to literature objective was formulated to address "deliberate, conscious kinds of interpretation." It was hoped that respondents would not only be aware of their feelings, but be confident about expressing them. Thus, a successful response would both identify an emotion and articulate the characters, events and ideas from the text that contributed to that emotion. Evidence can also be provided from personal experience, other works or special aspects of the construction of the text.

NOTE: Rating should, in general, be done by taking the entire student response into consideration without regard to what is actually written in the space provided for the first part and the second part of the response. If reasons (substantial) are given in the first part they are valid. The same is true for emotions or feelings identified in the second part. Caution should, however, be used, as this often leads to a tendency to rewrite the responses. Categorizations should reflect, as closely as possible, what respondents actually wrote.

Scoring Guide Categories:

DES = First Categorization--Identification and substantiation of personal emotions and feelings. This takes into account both open-ended parts.

01 = Unable to identify emotion or feeling. Respondents do not do the task. They refer to the text, but do not answer even the first question. Examples are:

A. Some material is quoted from the text with no clear identification of the respondent's feeling or emotion.

B. An emotion expressed by a character is identified rather than the respondent's own feeling, for example: "The man was sad."

C. An observation about the story is made: "The title is misleading."

02 = Emotion or feeling identified without substantiation. Respondents name something but cannot go on. They identify emotion(s) and feeling(s) but do not substantiate choice(s) with evidence from the text. Responses tend to provide: 1) circular evidence such as: "It's sad because it's sad"; 2) a copy or close paraphrase of the text; 3) vague reasons like "The way it sounds," "The way the author wrote it," "The words used," "The way it is made"; or 4) only a subjective reaction as substantiation.

03 = Emotion or feeling identified and substantiated with minimal evidence. Respondents identify emotion(s) or feeling(s) and substantiate their choice(s) with only one reason or piece of evidence related to the text.

A. Reason can be directly related to the text, for example: "It was sad because the dog died."

B. Reason can be inferred from the text, for example: "Sad because the dog was her only friend."

C. Reason can be inaccurate, if it is related to the text.

D. Reason can be based on personal experiences or opinions that are related to the text.

E. Reason can refer to (but not retell) specific places in the text, such as: "Because of what it says in the last paragraph."

NOTE: "Sorry for the dog" is identification of feeling/emotion. "Sorry the dog died" is identification and minimal substantiation.

04 = Emotion or feeling identified and substantiated. Respondents identify emotion(s) or feeling(s) and substantiate their choice(s) with at least two reasons or pieces of evidence related to the text. However, the evidence may be presented in an ambiguous fashion or be of the types described in 03C-03E. Reasons must be distinct--not instances of the same reasons as in "(Sad) because the dog was aged and old."

05 = Emotion or feeling identified and substantiated in a coherent fashion. Respondents identify emotion(s) or feeling(s) and substantiate their choice(s) with at least two reasons or pieces of evidence clearly related to the text--directly related or can be readily inferred. The reasons are presented logically and coherently.

NOTE: The following types of papers were classified as indicated and received no further scoring:

07 = Illegible or illiterate.

08 = Totally off task.

77 = "I don't know."

88 = No response.

Second Categorization--The source of the evidence. Code presence (01), absence (02), nonrateable (08) or no response (88) for each of the following:

DEC = Content. The evidence is based on the content of the text, for example: "About the mist over the field."

DEF = Form. The evidence is based on the language, style or construction of the text.

DER = Subjective reactions. These are responses that judge the worth of all or part of the text, such as: "I don't like dog stories," "I hate to see a dog dead," "It was interesting," or "It was monotonous." Personal opinions about the actions of the characters or personal experiences may be stated, such as: "I had a dog that died" or references to the moral of the story or general philosophical statements are made, such as: "Accept the death of your dog" or "Death is a mystery."

DEN = Third Categorization--A count of the number of reasons or pieces of evidence. Categorization for the count of details equals 01, 02, 03, 04, 05, 06, 07 or more; nonrateable = 08 or no response = 88. NOTE: This count only applies to papers with primary categorization of "03" through "05"; subjective reactions should not be counted as reasons or evidence.

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
1979-80 Reading/Literature Assessment
Data Collection Forms

Contents

1. School Principal's Questionnaire.

2. Principal's Reading/Literature Questionnaire.

3. Marker Exercises.

4. Background Questions.

NOTES:

a. The principals' questionnaires and respondents' questions in this section are used to collect background information. Background variable labels (upper case labels with up to eight characters) are indicated next to the questions from which they originate (see the "Background Variables" section in the User's Guide). All background variables are defined in the background variables section of the codebooks. Further explanation of some background variables is provided in Appendix 2.

b. School Principal's Questionnaire is completed by officials in all sample schools.

c. One form of the Principal's Reading/Literature Questionnaire is completed by officials in schools with 9- and 13-year-old students, and another form is completed by officials in schools with 17-year-old students.

d. Marker exercises are interspersed in some or all respondents' exercise booklets at one or more ages. These exercises are included as both background variables and exercise variables on the public use data tapes (see the "Marker Exercises" subsection in the User's Guide). The booklet locations of marker exercises for this age group are indicated on the exercises.

e. Background questions are located on the back cover of all respondents' exercise booklets. The questions vary somewhat from age to age.

Education Commission of the States
1860 Lincoln Street
Denver, Colorado 80295
(303) 830-3752

O.M.B. No. 051-R-1194
Approval Expires 9/30/81

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
ADMINISTERED BY THE EDUCATION COMMISSION OF THE STATES

SCHOOL PRINCIPAL'S QUESTIONNAIRE

This report is authorized by law (20 U.S.C. 1221 c-1). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely.

Primary Sampling Unit ☐☐   School Number ☐☐☐☐☐☐☐☐☐

Age Group(s) 9 13 17

PLEASE PRINT

Name of School ____________________

Address of School ____________________
(Street)

____
(City) (State) (Zip Code)

Name of School Principal ____________________

Name and title of person completing the form if other than school principal

Name ____________________ Title ____________________

1. What is your best estimate of the current enrollment and the average daily attendance by grade of your school (1979-80 school year)? (Enter zeros for grades not served by your school.)

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
Enrollment													
Average Daily Attendance													

PADAKIND, PADAGR01 to PADAGR12 (see Appendix 2).

2. Approximately what percentage of the students attending your school live in each of the following areas?

_____% A In a rural area (less than 2,500) PCTSOC1

_____% B In a town of 2,500 to 10,000 PCTSOC2

_____% C In a town of 10,000 or more PCTSOC3

_____ (Items A-C should add to 100%)
100%

(Please continue on the other side)

NIE Form No. 2371-36

3. Approximately what percentage of the students attending your school are children of

____% A Professional or managerial personnel PCTPROF

____% B Sales, clerical, technical or skilled workers PCTSKILD

____% C Factory or other blue collar workers PCTUNSKL

____% D Farm workers PCTFARM

____% E Persons not regularly employed PCTNOEMP

____% F Persons on welfare PCTWELFR

____ (Items A-F should add to 100%)
100%

4. Approximately what percentage of the students attending your school are

____% A American Indian or Alaskan Native PCTIND

____% B Asian or Pacific Islander PCTASIAN

____% C Hispanic, regardless of race (Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin) PCTHISP

____% D Black and not Hispanic PCTBLACK

____% E White and not Hispanic PCTWHITE

____ (Items A-E should add to 100%)
100%

5. Does your school qualify for ESEA Title I assistance? QUALTIT1

____ Yes - If Yes, approximately what number of students qualify for and what number of students are receiving ESEA Title I assistance?

____ Approximate number of students qualifying for ESEA Title I assistance NUMQT1

____ Approximate number of students receiving ESEA Title I assistance. NUMRT1

____ No

THANK YOU FOR YOUR COOPERATION

Year 11
Age Classes 1 and 2

O.M.B. No. 051-R1204
Approval Expires 9-30-81
FEDAC No. R 34
Approval Expires 12-81

NAEP NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

Principal's Reading/Literature Questionnaire

Instructions: The purpose of this questionnaire is to provide additional information which will be used in the analysis of the Reading/Literature data. Please answer the following questions for each school grade listed. Darken the appropriate ovals with a soft lead pencil. If you have questions about any of the following items, please contact the National Assessment District Supervisor. Thank you for your cooperation.

1. Does your school have a school library?

○ Yes (Go to Question 2 on page 2.)

○ No (Go to Question 4 on page 3.)

HAVELIB

NIE Form No. 2371-67

MRC FORM NO. 7070

2. If your school has a library, approximately how many volumes are housed in it?______________________________ LIBVOLS

3. If your school has a library, when are your library facilities available for the use of students?

A.	Before school hours	○ Yes	○ No	LIBEFSCH
B.	During school hours	○ Yes	○ No	LIBDURSC
C.	After school hours — afternoon	○ Yes	○ No	LIBAFTNN
D.	After school hours — night	○ Yes	○ No	LIBNIGHT
E.	Weekends	○ Yes	○ No	LIBWKNDS

2

○0	○0	○0	○0	○0	○0	○0
○1	○1	○1	○1	○1	○1	○1
○2	○2	○2	○2	○2	○2	○2
○3	○3	○3	○3	○3	○3	○3
○4	○4	○4	○4	○4	○4	○4
○5	○5	○5	○5	○5	○5	○5
○6	○6	○6	○6	○6	○6	○6
○7	○7	○7	○7	○7	○7	○7
○8	○8	○8	○8	○8	○8	○8
○9	○9	○9	○9	○9	○9	○9

4. Whether or not your school has a library, are any of the following sources of reading materials available to students in your school?

A.	Individual classroom collections of reading materials	○ Yes	○ No	CLSRCOLL
B.	Bookmobile	○ Yes	○ No	BKMOBILE
C.	Cooperative programs with libraries outside the school	○ Yes	○ No	COOPLIBP
D.	Book clubs	○ Yes	○ No	BOOKCLUB
E.	Book store or book trading post	○ Yes	○ No	BOOKSTOR
F.	Books donated by individuals or parent organizations	○ Yes	○ No	BKDONATN
G.	Students' personal book collections	○ Yes	○ No	STUDTBKS
H.	Other Please specify: ____________________ ______________________________	○ Yes	○ No	REDOTH1 REDCAT1
I.	Other Please specify: ____________________ ______________________________	○ Yes	○ No	REDOTH2 REDCAT2

4

H I

5. Are any of the following instructional methods or materials available to help students in your school read better?

A.	Individualized reading materials	○ Yes	○ No	IVREDMAT
B.	Audio-visual aids (e.g., tape recordings, film strips)	○ Yes	○ No	AVAIDS
C.	Computer-assisted instruction	○ Yes	○ No	CAI
D.	Teaching machines (e.g., controlled reader, tachistoscope)	○ Yes	○ No	TEACHMCH
E.	Skill exercises or worksheets (e.g., vocabulary, comprehension, study skills)	○ Yes	○ No	SKILLEXS
F.	Reading games, either commercial or teacher-made	○ Yes	○ No	READGAME
G.	High interest/low vocabulary level reading materials	○ Yes	○ No	INTVOCRM
H.	Other Please specify: ______________________ ______________________	○ Yes	○ No	INSMOTH1 INSMCAT1
I.	Other Please specify: ______________________ ______________________	○ Yes	○ No	INSMOTH2 INSMCAT2

5

H I

6. Approximately what percentage of your entire teaching staff (including teachers in areas such as art, music, physical education, etc.) have received in-service training in reading from your school or district?

○ In-service training not offered
○ 1-9% received training
○ 10-24% received training
○ 25-49% received training
○ 50-99% received training
○ 100% received training

PCTISTRN

7. Does your school provide separate classes in remedial reading (i.e., a "pull-out" program in contrast to additional assistance in the regular classroom setting)?

○ Yes (Go to Question 8 on page 6.)
○ No (Go to Question 11 on page 8.)

REMREDCL

8. If separate remedial reading classes are offered, approximately what percentage of your students enrolled in the following grades participate in these classes?

		No such grade	0%	1-9%	10-24%	25-49%	50-99%	100%	
A.	Grade 1	○	○	○	○	○	○	○	PCTRMGR1
B.	Grade 2	○	○	○	○	○	○	○	PCTRMGR2
C.	Grade 3	○	○	○	○	○	○	○	PCTRMGR3
D.	Grade 4	○	○	○	○	○	○	○	PCTRMGR4
E.	Grade 5	○	○	○	○	○	○	○	PCTRMGR5
F.	Grade 6	○	○	○	○	○	○	○	PCTRMGR6
G.	Grade 7	○	○	○	○	○	○	○	PCTRMGR7
H.	Grade 8	○	○	○	○	○	○	○	PCTRMGR8
I.	Grade 9	○	○	○	○	○	○	○	PCTRMGR9
J.	Ungraded	○	○	○	○	○	○	○	PCTRMUNG

9. If separate remedial reading classes are offered, do any of the following persons teach or assist with these classes?

A.	Certified reading teacher or specialist	○ Yes	○ No	RMRCERTP
B.	Classroom teacher with no special certification in reading	○ Yes	○ No	RMRTCHR
C.	Paraprofessional or paid reading aide	○ Yes	○ No	RMRPARAP
D.	Other Please specify:______________________ ______________________ RMRCAT1	○ Yes	○ No	RMROTH1
E	Other Please specify:______________________ ______________________ RMRCAT2	○ Yes	○ No RMROTH2	

9

D E

10. If separate remedial reading classes are offered, how frequently are the following methods used to identify students for these classes?

		Always	Often	Sometimes	Never	
A.	Group-administered standardized reading tests	○	○	○	○	RRMSTEST
B.	Individually-administered reading tests	○	○	○	○	RRMITEST
C.	Teacher referral	○	○	○	○	RRMTCHRF
D.	Counselor referral	○	○	○	○	RRMCNSRF
E.	Parent request	○	○	○	○	RRMPAREQ
F.	Self referral	○	○	○	○	RRMSELFR
G.	Other Please specify: ____________________ ____________________	○	○	○	○	RRMOTH1 RRMCAT1
H.	Other Please specify: ____________________ ____________________	○	○	○	○	RRMOTH2 RRMCAT2

10

G H

11. Does your school offer separate enrichment reading classes designed to improve reading skills of good readers?

○ Yes (Go to Question 12.)

○ No (Stop. Do not answer Question 12.)

ENRREDCL

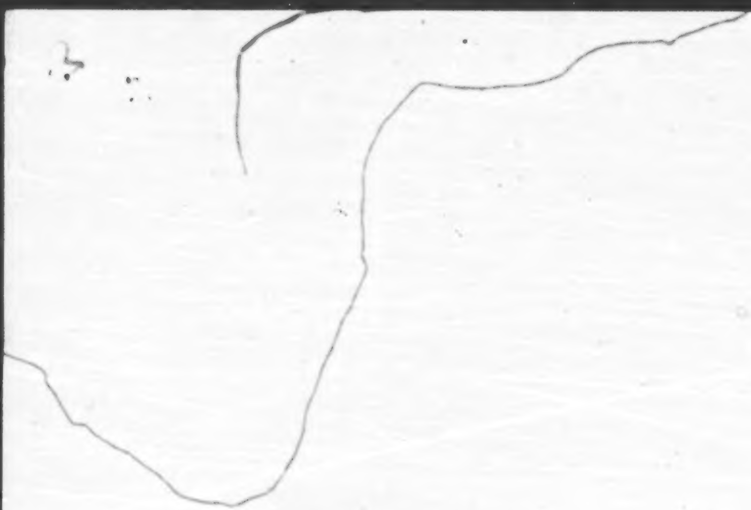
12. If separate enrichment reading classes are offered, approximately what percentage of your students enrolled in the following grades participate in these classes?

		No such grade	0%	1-9%	10-24%	25-49%	50-99%	100%	
A.	Grade 1	○	○	○	○	○	○	○	PCTENGR1
B.	Grade 2	○	○	○	○	○	○	○	PCTENGR2
C.	Grade 3	○	○	○	○	○	○	○	PCTENGR3
D.	Grade 4	○	○	○	○	○	○	○	PCTENGR4
E.	Grade 5	○	○	○	○	○	○	○	PCTENGR5
F.	Grade 6	○	○	○	○	○	○	○	PCTENGR6
G.	Grade 7	○	○	○	○	○	○	○	PCTENGR7
H.	Grade 8	○	○	○	○	○	○	○	PCTENGR8
I.	Grade 9	○	○	○	○	○	○	○	PCTENGR9
J.	Ungraded	○	○	○	○	○	○	○	PCTENUNG

THANK YOU FOR YOUR COOPERATION.

			Age Class 1			Age Class 2		
P.S.U. No.			School No.			School No.		
0	0		0	0	0	0	0	0
1	1		1	1	1	1	1	1
2	2		2	2	2	2	2	2
3	3		3	3	3	3	3	3
4	4		4	4	4	4	4	4
5	5		5	5	5	5	5	5
6	6		6	6	6	6	6	6
7	7		7	7	7	7	7	7
8	8		8	8	8	8	8	8
9	9		9	9	9	9	9	9

School Name: ____________________



MARKER EXERCISES

A. How important is it to be able to read?

○ It is very important.
○ It is somewhat important.
○ It is not important at all.

READIMPT

B. How much do you enjoy reading?

○ I enjoy it very much.
○ I enjoy it somewhat.
○ I do not enjoy it at all.

REDENJOY

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

Booklet and exercise location:

T0122, T0222, T0318, T0401, T0701, T0801, T0901, T1001, T1101, T1201, T1401, T1501.

AV0
BV1
H-501000JB1B-1.2.3

What kind of reader do you think you are for your age?

READKIND

○ A poor reader
○ A good reader
○ A very good reader

○ I don't know.

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

Booklet and exercise location:
T0123, T0223, T0319, T0402, T0702, T0802, T0902, T1002, T1102, T1202, T1402, T1502.

A. How often do you read for your own enjoyment during your spare time?

○ Almost every day
○ Once or twice a week
○ Less than once a week
○ Never

READOFTN

B. Which one of the following statements best describes the kind of reading you do in your spare time?

SPARTIME

○ I never read during my spare time.
○ I mostly read fiction; for instance, short stories, novels and plays.
○ I mostly read nonfiction; for instance, books and articles about famous people, places, history, current events and hobbies.
○ I read fiction and nonfiction about equally.

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

Booklet and exercise location:

T0412, T0509, T0610, T0712, T0813, T0910, T1009, T1111, T1216, T1307, T1409, T1511.

A. How much time did you spend on homework yesterday?

- ○ No homework was assigned.
- ○ I had homework but didn't do it.
- ○ Less than one hour
- ○ Between 1 and 2 hours
- ○ More than 2 hours

HOMEWORK

B. How much television did you watch yesterday?

- ○ None
- ○ 1 hour or less
- ○ 1 hour
- ○ 2 hours
- ○ 3 hours
- ○ 4 hours
- ○ 5 hours
- ○ 6 hours or more

TVWATCHD

C. How much time did you spend reading just for your own enjoyment yesterday?

- ○ None
- ○ 1 hour or less
- ○ 1 hour
- ○ 2 hours
- ○ 3 hours
- ○ 4 hours
- ○ 5 hours
- ○ 6 hours or more

TIMEREAD

D. Is English the language spoken most often in your home?

- ○ Yes
- ○ No

SPKENGL

E. Is a language other than English spoken in your home?

- ○ Often
- ○ Sometimes
- ○ Never

OTHLANG

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

Booklet and exercise location:

T0124, T0224, T0320, T0413, T0510, T0611, T0713, T0814, T0911, T1010, T1112, T1217, T1308, T1410

A. Did you take an art class in school last year?

○ Yes ○ No ○ I don't know.

ARTCLLY

B. Are you taking an art class during this school year?

○ Yes ○ No ○ I don't know.

ARTCLTY

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

Booklet and exercise location:
T1214

Outside of school, what kinds of art work do you do? Tell whether you do each of the following things outside of school.

		Yes	No	I don't know.	
A.	Drawing	○	○	○	DRAWING
B.	Painting	○	○	○	PAINTING
C.	Making pictures by cutting and pasting paper, cloth and scrap materials	○	○	○	COLLAGE
D.	Carving or modeling in wood, stone, clay, metal or plastic	○	○	○	CARVING
E.	Print-making such as block printing, silk screening, etching	○	○	○	PRNTMAKG
F.	Making pottery, ceramics or mosaics	○	○	○	POTTERY
G.	Weaving, macrame or knot-tying, or needlework such as embroidery, needlepoint, knitting, crocheting	○	○	○	WEAVING
H.	Making photographs or films	○	○	○	PHOTOGRA
I.	Making jewelry	○	○	○	JEWELRY
J.	Creating designs or plans for things like clothes, toys, cars, houses, furniture	○	○	○	DESIGNS

Booklet and exercise location:
T1215

STOP DO NOT CONTINUE
UNTIL TOLD TO DO SO.

BACKGROUND QUESTIONS

1. Does your family get a newspaper regularly?

○ Yes ○ No ○ I don't know. `REGNEWSP`

2. Does your family get any magazines regularly?

○ Yes ○ No ○ I don't know. `REGMAG`

3. Are there more than 25 books in your home?

○ Yes ○ No ○ I don't know. `MORE25BK`

4. Is there an encyclopedia in your home?

○ Yes ○ No ○ I don't know. `ENCYCLPD`

5. How much school did your father complete?
(FILL IN THE ONE OVAL which best shows how much school your father completed.)
○ Did not complete the 8th grade
○ Completed the 8th grade, but did not go to high school
○ Went to high school, but did not graduate from high school `FATHRSED`
○ Graduated from high school
○ Some education after graduation from high school

○ I don't know.

6. Did your father graduate from a college or university?

○ Yes ○ No ○ I don't know. `FCLGRAD`

7. How much school did your mother complete?
(FILL IN THE ONE OVAL which best shows how much school your mother completed.)
○ Did not complete the 8th grade
○ Completed the 8th grade, but did not go to high school
○ Went to high school, but did not graduate from high school `MOTHRSED`
○ Graduated from high school
○ Some education after graduation from high school

○ I don't know.

8. Did your mother graduate from a college or university?

○ Yes ○ No ○ I don't know. `MCLGRAD`

9. Where did you live on your ninth birthday?
○ In the United States (Please specify the state or territory.) `AGE09US`

____

○ Outside the United States (Please specify the country.)

____

○ I don't know.

DO NOT WRITE IN THE AREA BELOW.

AL ○
AK ○
AZ ○
AR ○
CA ○
CO ○
CT ○
DE ○
FL ○
GA ○
HI ○
ID ○
IL ○
IN ○
IA ○
KS ○
KY ○
LA ○
ME ○
MD ○
MA ○
MI ○
MN ○
MS ○
MO ○
MT ○
NB ○
NV ○
NH ○
NJ ○
NM ○
NY ○
NC ○
ND ○
OH ○
OK ○
OR ○
PA ○
RI ○
SC ○
SD ○
TN ○
TX ○
UT ○
VT ○
VA ○
WA ○
WV ○
WI ○
WY ○
DC ○
OT ○
BL ○
OC ○
BL ○

`This is the back page of every age 13 booklet.`